DOCUMENT RESUME

ED 458 367 CE 082 168

AUTHOR Lund, Svein
TITLE Adult Education and Indigenous Peoples in Norway. International Survey on Adult Education for Indigenous Peoples. Country Study: Norway.
INSTITUTION Nordic Sami Inst., Guovdageaidnu, Norway.; United Nations Educational, Scientific, and Cultural Organization, Hamburg (Germany). Inst. for Education.
PUB DATE 2000-00-00
NOTE 103p.; For other country studies, see CE 082 166-170. Research supported by the Government of Norway and DANIDA.
AVAILABLE FROM For full text: http://www.unesco.org/education/uie/pdf/Norway.pdf.
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Access to Education; Acculturation; *Adult Education; Adult Learning; Adult Students; Colleges; Computers; Cultural Differences; Culturally Relevant Education; Delivery Systems; Dropouts; Educational Administration; Educational Attainment; *Educational Environment; Educational History; Educational Needs; Educational Opportunities; Educational Planning; *Educational Policy; *Educational Trends; Equal Education; Foreign Countries; Government School Relationship; Inclusive Schools; *Indigenous Populations; Language Minorities; Language of Instruction; Needs Assessment; Postsecondary Education; Professional Associations; Program Administration; Public Policy; Rural Areas; Secondary Education; Self Determination; Social Integration; Social Isolation; State of the Art Reviews; Student Characteristics; Trend Analysis; Universities; Vocational Education; Womens Education
IDENTIFIERS Finland; Folk High Schools; International Survey Adult Educ Indigenous Peoples; International Surveys; *Lapps; Marginalized Groups; *Norway; Sweden

ABSTRACT

Adult education for indigenous peoples in Norway was examined. First, information on government institutions, indigenous organizations, international agencies, and nongovernmental organizations engaged in adult education for Norway's indigenous peoples was compiled. Next, questionnaires and survey techniques were used to research the policy and practice of adult education for the Sami people in northern Norway, Sweden, Finland, and Russia's Kola Peninsula. Special attention was paid to the following topics: (1) Samis and Sami education; (2) principles and organization of adult education; (3) adult education for Samis in all-Sami organizations, Norway, Sweden, and Finland; (4) needs and target groups of adult education (language, culture, vocational education, computer technology, higher education, gender and education, short-time educated people, and people involved in reindeer husbandry); and (5) organizing and responsibility. The study established that, because of a longstanding policy of assimilation, Norway's adult Sami population has not received an education built on its own language and culture. Although the assimilation policy is now officially abolished, its effects will likely remain for a long time.

Reproductions supplied by EDRS are the best that can be made from the original document.

Adult education specifically designed and organized for Samis is acutely needed, according to the researchers. (The bibliography contains 65 references and 32 Web sites. The addresses of 70 institutions concerned with adult education for Sami people are appended.) (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 458 367

INTERNATIONAL SURVEY ON ADULT EDUCATION FOR INDIGENOUS PEOPLES

COUNTRY STUDY : NORWAY

Coordinator: Linda King

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
C. Sebastiani
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE 082 168

BEST COPY AVAILABLE

2000

ADULT EDUCATION AND INDIGENOUS PEOPLES IN NORWAY

Svein Lund

UNESCO Institute for Educat[illegible]

Sámi Instituhtta
Nordic Sami Institute,
Guovdageaidnu, Norway

The UNESCO Institute for Education, Hamburg, is a legally independent entity. While the Institute's programmes are established along the lines laid down by the General Conference of UNESCO, the publications of the Institute are issued under its sole responsibility; UNESCO is not responsible for their contents.

The points of view, selection of facts, and opinions expressed are those of the authors and do not necessarily coincide with official positions of the UNESCO Institute for Education, Hamburg.

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of the UNESCO Secretariat concerning the legal status of any country or territory, or its authorities, or concerning the delimitations of the frontiers of any country or territory.

© UNESCO Institute for Education, 2000

TABLE OF CONTENTS

INTRODUCTION 1

1. SAMIS AND SAMI EDUCATION 2
- **1.1. Sami population and language situation** ... 2
- **1.2. Sami organizations and institutions** ... 5
- **1.3. Sami education** ... 7

2. ADULT EDUCATION - PRINCIPLES AND ORGANIZING 12
- **2.1. International** ... 12
  - 2.1.1. UNESCO / ILO ... 13
  - 2.1.2. ICAE ... 13
  - 2.1.3. OECD ... 14
  - 2.1.4. EU / EEA ... 14
  - 2.1.5. Norden ... 15
- **2.2. Adult education in Norway** ... 16
- **2.3. Adult education in Sweden** ... 20
- **2.4. Adult education in Finland** ... 22

3. ADULT EDUCATION FOR SAMIS 23
- **3.1. All-Sami organs** ... 24
  - 3.1.1. Sami Council ... 24
  - 3.1.2. Sámi Instituhtta ... 24
  - 3.1.3 Sami Parliament ... 25
- **3.2. Norway** ... 26
  - 3.2.1. State education administration ... 26
  - 3.2.2. SOR - Sami Educational Council ... 30
  - 3.2.3. Sami Parliament ... 32
  - 3.2.4. Labour Market Administration ... 32
  - 3.2.5. Reindeer husbandry administration ... 35
  - 3.2.6. County administration ... 36
  - 3.2.7. Municipalities ... 38
  - 3.2.8. The Coordination Committee for Finnmark Educational Region ... 43
  - 3.2.9. Sami secondary education ... 48
  - 3.2.10. Colleges and universities ... 51
  - 3.2.11. Sami Folk High School ... 55
  - 3.2.12. Study associations ... 56
  - 3.2.13. Sami trade organisations ... 58
- **3.3. Sweden** ... 59
  - 3.3.1. State education administration ... 59
  - 3.3.2. The Sami School Board ... 59
  - 3.3.3. Sami Parliament ... 60
  - 3.3.4. Labour Market Administration ... 60
  - 3.3.5. Counties and municipalities ... 60
  - 3.3.6. Sami Education Centre ... 61

3.3.7. Colleges and universities ... 63
3.3.8. Study associations ... 64
3.3.9. Same Eatnam ... 65
3.4. Finland ... 65
3.4.1. State education administration ... 66
3.4.2. Sami Parliament ... 66
3.4.3. Lappland county ... 66
3.4.4. Municipalities ... 66
3.4.5. SOG - Sami Education Centre ... 67

4. NEEDS AND TARGET GROUPS OF ADULT EDUCATION **68**
4.1. Needs ... 69
4.1.1. Language ... 69
4.1.2. Culture ... 69
4.1.3. Vocational education ... 70
4.1.4. Computer technology ... 70
4.1.5. Higher education ... 71
4.2. Target groups ... 71
4.2.1. Gender and education ... 71
4.2.2. Short time educated ... 72
4.2.3. Reindeer husbandry ... 73
4.3. Availability ... 73

5. ORGANIZING AND RESPONSIBILITY 74
5.1. Norway ... 74
5.2. Sweden ... 75
5.3. Finland ... 75
5.4. All-Sami ... 76

6. SUMMARY 76

7. LITERATURE AND SOURCES 79
7.1. Printed Literature ... 79
7.1.1. International ... 79
Norden/All Sami ... 79
Norway ... 80
Sweden ... 82
Finland ... 82
Russia ... 82
7.2. Internet ... 83

ANNEXES 85
Addresses of Institutions - Adult Education for Sami People ... 87

FOREWORD

In the debate and dialogue on indigenous education, the role of adult education in the context of indigenous peoples has come increasingly to the fore. At the Fifth International Conference on Adult Education held in Hamburg in 1997, indigenous peoples themselves participated actively both in the official delegations and in the drafting of the final recommendations. This was something new for international conferences. Although the theme of "indigenous peoples" is often on the agenda, the voice of those same people is often difficult to hear, being mediated by interlocutors, who often do not have the legitimacy to debate the issues. As a result of this active participation two key articles were included in the Hamburg Declaration.

Article 15

Diversity and equality. Adult learning should reflect the richness of cultural diversity and respect traditional and indigenous peoples' knowledge and systems of learning; the right to learn in the mother tongue should be respected and implemented. Adult education faces an acute challenge in preserving and documenting the oral wisdom of minority groups, indigenous peoples and nomadic peoples. In turn, intercultural education should encourage learning between and about different cultures in support of peace, human rights and fundamental freedoms, democracy, justice, liberty, coexistence and diversity.

Article 18

Indigenous education and culture. Indigenous peoples and nomadic peoples have the right of access to all levels and forms of education provided by the state. However, they are not to be denied the right to enjoy their own culture, or to use their own languages. Education for indigenous peoples and nomadic peoples should be linguistically and culturally appropriate to their needs and should facilitate access to further education and training.

But how to interpret these calls for action without a systematic and well founded base of information on adult education? What is the current state of affairs internationally with regard to adult education for indigenous peoples? How are different countries, and different regions

tackling the issues? What are the problems, the programmes and the policies being put into place? And how are indigenous peoples themselves becoming involved in the planning of their own educational futures?

To this end the UNESCO Institute for Education initiated in 1999 an international survey on adult education and indigenous peoples. From the outset, the survey was conceived as a participatory venture involving the views and perspectives of indigenous peoples themselves. A network of focal points was established and where possible these were indigenous organizations themselves, where this was not possible research centres close to indigenous organizations were involved as focal points.

The following focal points were involved from the outset:

Bolivia: PROEIB, Programa de Formación en Educación Intercultural Bilingue para los Países Andinos. Principal researcher: Luis Enrique Lopez

Brazil: MARI, Grupo de Educação Indígena, University of Sao Paolo. Principal researcher: Aracy Lopes da Silva

Canada: University of Victoria. principal researcher: Philip Cook

Ecuador: PROEIB, Principal researcher: Alba Moya

Greenland: Inuit Circumpolar Conference, principal researcher: Carl Christian Olsen

Guatemala: The Rigoberta Menchu Foundation, principal researcher:Vilma Duque

India: Central Institute for Indian Languages . Principal researcher: Francis Ekka (deceased)

Mexico REFAL, Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe. Principal researcher: Mary Paz Valenzuela

New Zealand: Tania Rey, University of Wellington. Principal researcher: Tania Rey

Norway: Sami College, principal researcher: Svein Lund

Peru: PROEIB. Principal researcher: Madeleine Zuniga

Philippines: Cordillera Resource Center, principal researcher: Geraldine Fiagoy

Russia: Russian Academy of Science, principal researcher: Nina Meschtyb

Thailand: IMPECT, Inner Mountain People Education and Culture in Thailand Association. Principal researcher Prassert Trakansuphakon.

USA: principal researcher: Patrick WeaselHead , consultant, Native American Education

The aim of the survey was to provide:

- A reference document for indigenous peoples to help them identify similarities and differences with regard to adult education policy as well as provision and participation patterns in different regions of the world.
- Recommendations and proposals for policy makers , international agencies and NGOs to develop new directions for adult education in cooperation with indigenous peoples.
- A theoretical and conceptual framework in which to place the discussion of adult education for indigenous peoples.[1]

In the first phase of the project the various focal points participating in the survey were responsible for compiling information on government institutions, indigenous organisations as well as international agencies and non-governmental organisations engaged in adult education for indigenous peoples in their region. This information has been separately compiled as well as featuring in the national monographs and appear under separate directories of indigenous education projects in both Spanish and English.

In the second phase, the focal points were involved on research on the policy and practice of adult education for indigenous peoples using questionnaires and survey techniques. Researchers participated in an international meeting held in the Headquarters of UNESCO in Paris in October 1999. This meeting while exchanging the different research findings also produced an international statement on their findings which was presented to the mid Decade review meeting on UNESCO's role in the World Decade for Indigenous Peoples held shortly after also in October 1999 and organised by the UNESCO Institute for Education together with the Division for

[1]In this regard, UIE held a workshop on New Perspectives on Adult Education for Indigenous Peoples in 1997 in Mexico. See King, L. 1998 Reflecting Visions . New Perspectives on Adult Education and Indigenous Peoples. UNESCO Institute for Education and University of Waikato, New Zealand.

Cultural Pluralism. A participating researcher was nominated from that meeting, Mr Carl Christian Olsen, to present the enlarged statement on educational and cultural needs of indigenous peoples to the General Conference of UNESCO in November 1999 in the Education and the Culture Commissions.

Research was undertaken with financial support from the Government of Norway and from DANIDA. The UNESCO Institute for Education gratefully acknowledges this support which made the participation of researchers around the world possible. I would like to thank in particular both the past director of the UNESCO Institute for Education, Paul Belanger, and the current director, Adama Ouane, for their support to the project, which has not been easy to coordinate internationally given the hard and difficult conditions under which indigenous peoples live and the nature of the geographical terrain which is often isolated and uncommunicated either by road or by telephone.

I am extremely grateful to all the participating researchers for their intelligent and informed research and their willingness to collect sometimes difficult information to obtain. Their commitment to the field of indigenous education has been inspiring.

I would like to single out the work of research assistant, Sabine Schielmann in helping in the coordination of the survey. She was also responsible for drafting the report on the UN agencies work on indigenous peoples and education and for producing the directory of indigenous oorganisations as well as making informed and valuable observations on the progress of the research and the editing of the final monographs. Sonja Schimann also participated as a part time research assistant for 6 months in 1999, and was responsible for organizing the international meeting, and for designing the home page for the survey.

In the production of the monographs themselves special credit has to go to Cendrine Sebastiani, whose unfailing good humour and inspired professionalism made them a reality.

Linda King

INTRODUCTION

The Sami people is an indigenous people living in the northern areas of Norway, Sweden and Finland and the Kola peninsula in Russia. Throughout history, several states have sought to control the natural resources and the people of Sápmi or Samiland, and the borders across Sápmi have been altered several times. The four countries in which the Samis live today have all included the Samis into their national education system. The Samis had to, and still have to, fight for an education which is built on their own language and culture and which provides knowledge which is relevant to them. Therefore, an analysis of adult education for Samis will not so much be an analysis of a Sami education but rather an analysis of four educational systems, their impact on the Sami people and the extent to which the Samis have managed to achieve some adaptation of these systems to their needs.

The systems of adult education are quite different in all the four countries. The systems are also complex, involving various institutions and organizations. It is not possible to analyse adult education for Samis without understanding the general organizing of adult education, and education in general, in these countries.

So far, there has been little research within this field. It was necessary therefore to start from scratch by trying to find out what the various institutions are and have been doing in all 4 countries. Unfortunately the questionnaires yielded little result and therefore it became necessary to contact institutions by telephone and personal visits. The gathering of information became therefore so time consuming that it was necessary to limit the survey. As a result, this report contains mainly information about the situation in Norway. In addition, there is some information about the most important institutions in Sweden and Finland, while Russia so far is excluded, because of lack of information. In spite of several letters and telephone calls we have not received any written information from Russia.

This survey should have also included an analysis of the budget situation and economical conditions both for providers of courses and for students but so far there has not been time for this work. However, I hope that this survey will give some ideas about the present situation. Further I hope that it will encourage readers within educational administration on state, county and municipal level, as well as in Sami institutions and research, to give higher priority to this

area of work. I hope that somebody will use this work as a beginning and continue the survey in order to provide a more exhaustive picture of adult education for the Sami population.

The information was gathered throughout almost all of the year 1999 and January 2000, and in some cases it might therefore already be a little outdated. Anyhow, this should not severely influence the main conclusions.

I wish to thank everybody who has contributed to this survey with information. A lot of people have been very helpful and I cannot mention them all by name here. However, especially useful has been the contact with Mats Steinfjell, course inspector at the Sami Secondary School and Reindeer Herding School. As my English is not the very best, several people have helped me correcting it at different stages of the work. I want to thank Alison Williams Bailey, Rosaline Schau and Barbara Glowacka. However, it has been necessary to make changes in the text after their contribution, so the remaining mistakes are all my own responsibility.

1. Samis and Sami Education

1.1. Sami population and language situation

The Samis (formerly called Lapps) are the indigenous people of northern Norway, Sweden, Finland and the Kola peninsula in Russia. Among these four states only Norway has so far recognized the Sami people as an indigenous people according to the ILO Convention No. 169 which was ratified by Norway in 1990. In Sweden, the government is considering the question of ratification. Finland, by decision in Parliament, has in principle accepted that Samis are an indigenous people in Finland but it has not ratified the ILO Convention.

The Samis live mainly in areas which are scarcely populated. In earlier times, they were dominating these vast areas, but through the centuries neighbouring people have settled in their areas. They have come as farmers, as fishermen and often as people with higher education and as authorities. Gradually the population in many areas has become very mixed, and many people

are of mixed origin. Today there are few municipalities where the Sami population is in a clear majority.

In the areas with a high Sami population, the educational level has up to recently been considerably lower than the national average in each country. This applies not only to the Sami population but also to the population of other origin. There are several reasons for the low educational standard: the concerned areas were dominated by primary industries like reindeer herding, fishing and agriculture and very often people lived from a combination of livelihoods. The necessary skills for this kind of work was not taught in schools but through practical work. A great part of these areas were burned down by the Nazis during the Second World War, and for some years during and after the war many children received almost no education at all. There used to be very few schools of secondary and higher education in this area, and mainly children form upper classes could afford to go far away for studies. Even if the possibilities are much better today, there is still a gap between the educational level of the elder population in this area compared to the average in the respective countries.

It is difficult to estimate the size of the Sami population because the states' oppression of the Sami language and culture has forced many Samis to hide and reject their identity. Many also have a mixed background, with both Samis and other ethnic groups among their ancestors. Different sources give quite different numbers. One of the most recent sources[2] estimates that there are approximately 40-60.000 Samis in Norway, 20-25.000 in Sweden, 7.000 in Finland and 2 - 4.000 in Russia. In total this amounts to between 70.000 and 100.000 Samis.

The Sami language or languages belong to the Finnish-Ugrian group which means that they are related to Finnish, but they are very different from the other neighbouring languages which are all Indo-European. There also exist different estimates about Sami language users. One source says that there are 30-35.000[3] Sami language users, i.e. between a third and a half of the Sami population. Much of the difficulty of providing exact numbers arises from the problem of defining a "user of the Sami language". There are many who understand the language without speaking it actively. On the other hand, there are some who do not have Sami language as their

---

[2] Hirvonen, Vuokko: Sámeeatnama jienat, DAT 1999, s.

[3] Hirvonen, Vuokko: Sámeeatnama jienat, DAT 1999, s.

first language but to some extent have learnt the language in school or as adults. Among these are both Samis and non-Samis.

The Sami language consists of dialects which are so different from each other that they may well be considered as independent languages. Among Sami language users, 80-90% speak North Sami. In addition, there are 9 other main dialects or languages, among them, 5 are standardized written languages. The following are the languages or main dialects which are taught in schools to some extent: North Sami (Norway, Sweden, Finland), Lule Sami (Norway, Sweden), South Sami (Norway, Sweden), Enare Sami (Finland), East Sami (Finland) and Kildin Sami (Russia). There are very few remaining users of the other main dialects (Ume-, Pite-, Ter- and Akkala Sami), and these are currently no longer being passed on to new generations.

Norway, Sweden and Finland have official definitions of Samis used in the census for elections to Sami parliaments. The census considers people who:

- declare that they consider themselves being Sami, and that
- either the person him/herself or at least one of the parents, grandparents or great-grandparents has or had Sami language as home language.

Except for this voluntary registration of people over 18 years of age, there are no other records of who is Sami in either Sweden or Norway. In Finland, the Sami census is built on old lists of Samis, so that most Samis did not have to register themselves. Others can apply for registration but many applications have been rejected because of a fear that people of mainly Finnish origin, who are against Sami rights, will try to destroy the Sami Parliament from inside. Russia has no Sami census. There, until 1993, nationality was registered in passports. People of mixed origin had to choose their nationality and very often they chose another nationality than Sami.

When public organs are referring to Sami people, they often only refer to the Sami speaking Samis and not to all Sami people. A typical example of this is the reply from one public institution when asked about adult education for Samis: "... so adult education for Sami speakers...". In that way the Sami question is reduced to a question of language. It has also, especially in Sweden, been a tendency to consider people as Samis only if they were living from

reindeer husbandry despite the fact that the Samis practising reindeer husbandry have always been a minority of the Sami population.

In this survey the concept "Sami" includes everybody of Sami origin, whatever their place of living, occupation and language might be.

1.2. Sami organizations and institutions

The Sami people have never had a state of their own. Their original organizing was in *siida*-s. Siida was the term, both for an area of land and for the population living there. In some areas there could be meetings of representatives from several siidas but independent Sami organization did not develop further until the Samis were included in the conquering states and their area was divided into counties and municipalities, usually governed by representatives of the non-Sami populations.

The Samis started organizing independently on local level around the turn of the last century, and on national level since 1917. The opening day of the first Sami national congress, 6 February 1917, is celebrated as "The Day of the Sami People" today. But in the 1920's, the independent Sami organizations were dismantled under the pressure of the anti-Sami policy of the state authorities, and they did not manage to organize again until after the Second World War.

In 1953, the first Nordic Sami Conference was held. Such conferences are held every three to four years since then, with representatives of Samis from Norway, Sweden, Finland, and since 1992 also Russia. The Sami Conference is the highest common organ of the Sami people and consists of representatives of Sami organizations (NGOs).[4] The Sami Conference elects the Sami Council (Sámiráddi), formerly called Nordic Sami Council, which has its secretariat in Ohcejohka/Utsjoki on the Finnish side.[5]

---

[4] In Norway, Sweden and Russia the representatives have all the time been elected by NGOs. In Finland there have not been nation-wide Sami organizations until recent years, and the Finnish Samis have therefore been represented by the Finnish Sami Parliament. This was however a problem, as the Sami Council was internationally accepted as a NGO, but part of it was elected by a parlamentarian assembly. There is therefore ongoing work to change the ways representatives from Finland are elected.

[5] For more information about the establishment of the Nordic Sami Council, see Jernsletten, Regnor: The (Nordic) Saami Council and the Nordic Saami Associations. (www.uit.no/ssweb/dok/J/R/95eicass,htm)

Already in 1971, the Sami Conference stated that Sami folk high schools and adult education should be promoted. The 14th Sami Conference in 1989 adopted a Programme of Sami Education and School. In this programme there is only one sentence about adult education:

"*Adults should have the possibility to learn Sami language in Sami areas*".

The following are some of the most important Sami organizations in each country, with some key words about their function and an indication regarding their representation in either the Sami Council (here: SC) or in the respective Sami Parliaments (here: SP) or both. The organizations are listed with names in North Sami and/or the respective language of the country:

Norway:			
Norgga Sámiid Riikkasearvi Norske Samers Riksforbund	NSR	1968	SC, SP. Fights for Sami rights.
Sámiid Eatnansearvi Samenes Landsforbund	SLF	1979	SC. Against SP and Sami rights. Does not take part in SP elections
Sámiid Álbmotsearvi Samenes Folkeforbund	SFF	1990?	SP. Politically betweeen NSR and SLF
Norgga Boazodoallosápmela„„aid Riikkasearvi Norges Reindriftsamers Landsforbund	NRL	1948	SC. Profession organization for reindeer herders
Davvi Nuorra		1990?	Youth organisation
Sweden			
Ruo a Sámiid Riikkasearvi Svenska Samernas Riksf rbund	SSR	1950	SC,SP Biggest Swedish Sami organization.
Sami Ätnam		1944	SC, SP. Culture- and handicraft organization
Landsförbundet Svenska Samer		1980	SP
Samerna		1996	SP
Renägarförbundet		1992	Profession organization for reindeer herders
Sáminuorra			Youth organization
Finland			
Suoma Sámi Guovddášsearvi	SSG	1998	
Suoma Sámi Nuorat	SSN	1991	Youth organisation
Russia			
Guoládaga sámiid searvi Lujávri sámiid searvi		2e+07	SC
Sami Nurash			Youth organisation
Tasst			Youth organisation

The five mentioned Sami youth organizations formed a Sami Youth Council named Dávgi in 1999. A Sami Women's Organization, Sáráhkká, was founded in 1988. Later a Sami Nisson Forum was founded. Both have members from all four countries. In addition, there are Sami sports associations, organizations for Sami students and different professions within health care, media and culture. Some of these are inside one single country, others are All-Sami organizations. In the 1970's, there was an organization for Sami teachers but this does not seem to be active any longer.

The first elected Sami assembly was held in Finland, already in 1973. Later, similar Sami Parliaments were founded in Norway, in 1989, and in Sweden, in 1993. All mainly have consultative status but gradually they have assumed a mandate with limited decision-making powers, for instance regarding the use of state money for Sami purposes. There is an ongoing political struggle about the power of the Sami Parliaments as regards land rights, education, culture and health. The three Sami Parliaments are planning to create a common secretariat.

1.3. Sami education

The traditional Sami education consisted in training through practical work. The children took part in the activities in which their family made a living, e.g. food making, hunting, fishing, treatment of skins, reindeer herding, picking berries and plants. Connected to this training was the teaching of attitudes and moral norms, songs (joiks) and fairy tales, habits and beliefs. Besides the parents also the grandparents and other family members played important roles in the upbringing and teaching of children.

The Samis have never developed their own formal education in the form of school institutions with professional teachers. The formal education was introduced by the states as they gained control over Sami areas, and as a means of strengthening this control. School, both for the Samis and for the majority population, was at that time closely connected to the church. In addition, several missionary organizations and bodies were established. The oldest cases known of formal schooling for Samis are from the 17th century in Sweden and the beginning of the 18th century in Norway.

From the start, there was a dispute within the church and the state authorities concerning whether one should use the Sami language in the education/training of Samis or just the official state language. For some periods, the Sami language was used considerably, and a few books were published in Sami, mainly translated religious literature. During other periods, the policy was that the Sami language should be eradicated, and that the Sami people should be christened and "civilized" by using an official state language.

This education/training was totally different from the former traditional Sami training. Firstly, the education had very little to do with the daily life of the Samis. The main subjects in the school were Christian religion, reading and writing, and this was a type of knowledge that was of little use in practical life. When education was carried out in a foreign language, it involved a lot of learning by heart and very little real understanding.

For several hundred years, Norway was under Danish and later under Swedish rule, while Finland was under Swedish and later under Russian rule. This also had certain effects on the Sami areas. It affected the schools in such a way that often the language of education was different from the language spoken by the majority of the people in the neighbouring area. In Norway, up to the late 19th century, the written language was Danish, and much later than this, the written language was still strongly influenced by Danish. In areas where the nearest neighbours to the Samis were speaking Finnish, the school language could be Swedish. Because of this, a considerable number of the Samis were neither educated in their mother tongue, nor in their second language, but in a third or fourth language which they seldom met outside the school.

Educational policy has played an important part of the official policy of the various state governments regarding the Sami people. Until the last decades, this has been based on the opinion of the Sami culture as being primitive, and that the Sami people were on a lower stage of development which could only be raised to a higher level by adopting the greater society's language, culture and religion. Racist attitudes were obvious, both by governmental powers, science, in the schools and among the majority population. As a consequence, a considerable part of the Samis lost their language, and a lot of them tried to merge with the majority population and deny their own identity.

These conditions led to a clash of interests between the Samis and the school system. The school was considered to be of no use for daily life and was often seen as a direct hindrance to the kind of training that the young generation needed and which they could only obtain in the family/daily situation. The schools for the Samis were often boarding schools, and the pupils had to live apart from their families for most of the year. An antagonism was thus developed against the school, both by pupils and by their parents, and most of the pupils had more than enough of school when they completed compulsory school. An example showing this is, when the compulsory schooling in Norway was extended from 7 to 9 years, there were only two municipalities in Norway where reluctance to this was registered. These were the two municipalities with the highest percentage of Samis in the population (Guovdageaidnu and Kárášjohka).[6]

In Sweden, special "nomad schools" were established for the children of the Sami reindeer herders. Other Sami children, however, went to ordinary Swedish schools. The nomad schools had a reduced curriculum and a shorter school year than other schools. In the 1970s, they were renamed in "Sami schools". Then they got the same curriculum and the same school year as other schools in Sweden, and they started admitting Sami pupils who were not children of reindeer herders. From the early 1900 to the 1970s, all the education in the nomad schools was carried out in Swedish. There was no education carried out in the Sami language in Sweden, neither in the primary nor the secondary school, until the Swedish Parliament, Riksdagen, adopted the right to "home language education" (hemsprŒksundervisning) for immigrant children and language minorities in 1976.

In the post-war period, a change of attitude has taken place towards the Sami people and partly towards other minorities. No longer is it the states' objective to eradicate the Sami language and culture. On the contrary, there is a laid down objective to preserve these and to make arrangements to enable the Sami people to develop their own language, culture and business activities. Sami has been brought back as a topic and partly as a language of education in schools. However, the education of Sami pupils still suffers from the long-term effects of a period of "Norwegianization", "Swedification", "Finnification" and "Russification" due to:

---

[6] Hoem, Makt og kunnskap

- severe lack of teachers who can teach in both Sami language and Sami topics;
- lack of textbooks and other material;
- the fact that teaching plans, organization of the school day and the school year, and the methods of education were based on the requirement of the greater society, and not the Sami society.

Today, the education of Sami pupils is carried out partly in special Sami schools and partly within the ordinary school system. In the primary schools there are slightly less than 1.000 pupils with Sami as a first language, and slightly more than 1.000 pupils with Sami as a second language. The majority of the pupils with Sami as a first language is educated fully or partly in Sami as the language of instruction. However, in certain schools the Sami pupils meet their own language only in the specific Sami language classes. In Norway, the Sami children are educated with Sami as the medium of instruction in all the 10 years of primary school. In Sweden and Finland they are only offered Sami as the medium of instruction for the first 6 years of the 9 years of primary school.

Norway and Finland have laws on the official status of the Sami language and Sweden got a similar law in 1999. In Norway, the language rules are part of the Sami Act, which was adopted in 1987. The language rules, however, were added in 1990. The Act states that the Sami and Norwegian languages are of equal status, within 6 municipalities, all situated in the North Sami Area. In these municipalities inhabitants have the right to get service in the Sami language, both spoken and written. Also two county administrations and some state institutions have the duty to provide service in the Sami language. Later this area has also been decided as the area for use of the Sami curriculum in primary school.

Sami curriculum, in most subject areas, has been in use in primary school education in Norway since 1988. In connection with the 1997 primary educational reform, the Department of Education considered to abolish the Sami curriculum and to introduce a national curriculum for the whole country. After demands were made by Sami schools, the Sami educational board and the Sami Parliament this idea was dropped and the Sami curriculum was maintained under the primary school education reform of 1997. The Sami curricula are based on the same modules as the Norwegian ones. This has raised some criticism among Samis as some hold the view that

the Sami curricula resemble the national curricula too much. In secondary schools there has also arisen a demand for a Sami curriculum. This question is now being considered under the evaluation process of the reform in the secondary schools (Reform 94). This evaluation should be completed by March 2000. The introduction of a Sami curriculum in secondary education would have far reaching consequences for adult education.

In comparison, Finland does not have any Sami curricula. However, the general curricula are much less specific, the idea being that they are developed more at a local level, within the municipalities or schools.

The Sami secondary schools are a central factor within adult education. There are two Sami secondary schools in Norway, and one each in Finland, Sweden and Russia. In these schools some of the subjects and courses are taught incorporating both Sami topics and language, but generally they follow the national curriculum and the national language is the medium of instruction. In Norway, Sweden and Finland there are also other secondary schools offering Sami language.

There is only one college applying Sami in its educational programme and that is Sami allaskuvla, the Sami College. The college is situated in Guovdageaidnu[7] in Norway but students from the other countries (Finland, Sweden and Russia) can apply there. Other colleges and universities offer some degree of both Sami topics and language

At a national level public organizations have now been established for Sami education. The most important are:

- *Norway*: Sámi oahpahusráddi / Samisk utdanningsråd (SOR)(Sami Educational Council).
- *Sweden*: Sámeskuvlastivra / Sameskolstyrelsen (Sami School Board)
- *Finland*: Sámedikki skuvlen- ja oahppamaterialadoaimmahat (The Sami Parliament's school and teaching/learning aids centre)

These institutions will be described later on.

[7] In this report the Sami name/form Guovdageaidnu is used. In maps and Norwegian texts, the form Kautokeino is found more often which is an adaptation of the original name to the spelling of neighbouring languages.

Despite the fact that there has been a good deal of progress in the last few decades with regard to Sami policy and school policies, the Sami people, in all four countries, are still suffering from the consequences of policies introduced much earlier:

- The majority of the Sami people cannot speak Sami
- The majority of the Sami people cannot write Sami and find it more difficult to read Sami than the official language of the country in which they live.
- Many Sami have poor language abilities in the official language
- Sami people have on average a poorer education than the majority population, both with regard to the number of years of schooling, the benefit of the schooling, and the final marks.
- Until recently, there has been very little formal education in Sami related subjects and industries.

It is necessary to take these factors into consideration when discussing the question of adult education for Sami people.

On 1 January 2000, the Norwegian Prime Minister announced in a speech that his government will suggest a fund for the compensation of losses the Sami population has suffered from because of the former politics of Norwegianization. This statement is very important, and the use of the fund will probably be of relevance with regard to the strengthening of adult education for Sami people. No similar statements have been made by the governments of the other states with Sami population.

2. Adult Education - Principles and Organizing

2.1. International

We will take a look at some of the international work for adult education and how this might have influenced adult education for Samis.

2.1.1. UNESCO and ILO

The UNESCO conference "Lifelong learning - a key to the 21st century" held in 1997, made important decisions, both concerning adult education in general and indigenous people in particular. The conference stressed the right of indigenous people to adult education based on their own language and culture. This conference was attended by a big Norwegian delegation, lead by the Ministry of Education. The delegation wrote a long report on the conference.[8] However, it seems as if the Ministry did not take the proposals of this conference into account as the Ministry's activities show no sign that the recommendations and proposals of the conference have had any impact or consequences for the adult education for Samis in Norway. There were no Sami representatives at the conference.

In 1990, Norway ratified the ILO Convention No.169 on indigenous and tribal peoples. In this convention there are several articles (22, 27, 28, 30) of importance for adult education for Samis. Unfortunately, there is a gap between theory and practice, and one could ask the question whether this convention has been considered at all by the central and regional decision-making organs responsible for adult education.

In 1974, the ILO adopted the convention on paid leave of absence for education. Already one year later both employers' and employees' organizations proposed that Norway should ratify the convention. However, to date this has still not been done.

2.1.2. ICAE

The main study associations in the Nordic countries (NGOs) are members of ICAE - International Council for Adult Education - through the European department, EAEA - European Association for the Education of Adults. A Sami representative took part in the ICAE conference in Paris in 1982, when a meeting was held on adult education for indigenous peoples. This representative wrote a report to the Nordic Sami Institute, NSI[9], where it is stated that AESIP -

---

[8] CONFINTEA UNESCOs 5. Internasjonale konferanse om voksenopplæring. Rapport fra den norske delegasjonen. (http://odin.dep.no/kuf/publ/unesco97)

[9] Bindh, Inga Britt: Rapport från internationell vuxenutbildningskonferens i Paris oktober 1982

Adult Education in Support of Indigenous Peoples - at that time was a new field of work for ICAE. Unfortunately, so far we do not have any information on the follow up of this meeting and the report.

2.1.3. OECD

The OECD has undertaken a number of surveys where education in selected member states is compared. Among surveys on adult education one is covering Norway, another Sweden. But in none of these indigenous people or other minorities are mentioned.

2.1.4. EU / EEA[10]

Sweden and Finland are members of the European Union (EU), while Norway in many ways is connected to the EU through the EEA. The educational policies of the EU therefore also influence the Samis. The year 1996 was proclaimed by the EU as the "European year of lifelong learning", and Norway took part in this through the EEA. The Ministry of Education has prepared a report of this year. There is no mention of any provision with a Sami profile.

Several programmes of adult education in Sweden and Finland have been partly financed through the EU. These funds are channelled through the so called Target 6 - fund [11] and Interreg-programmes. [12] The Interreg-programmes also cover parts of Norway and Russia, including most of the Sami areas. The Sami Parliaments have some influence on the use of funds allocated for Sami programmes.

Among the programmes which have received EU support may be mentioned:

---

[10] Norwegian: EØS, Agreement connecting Norway, Iceland and Liechtenstein to European Union, without being members

[11] In the period 1995-99, the EU had 6 target areas, where support could be given for trade development of trades. Target 6 refers to scarcely populated areas in Sweden and Finland.

[12] The EU has three Interreg-programmes concerning Sami areas: Interreg Barents, Interreg Nordkalotten (with sub-programme Interreg Sápmi) and Interreg Nordic Green Belt (with sub-programme Interreg Åarjel Samien).

- Further education in Sami handicraft and reindeer husbandry (Samernas Utbildningscentrum)
- Media education (Sveriges radio)
- Training of reindeer herders in the use of horses (Länsstyrelsen i Jämtlands län)
- Sami language reading and writing. (Alfa project)
- Theory and methodology in Sami handicrafts (Sámi Duodji, Jokkmokk)
- Sámásta - Elementary Lule Sami language (Samernas Utbildningscentrum / Árran)
- Sami film education (SAFI OY)
- Some of these programmes are described later.

2.1.5. Norden[13]

The Nordic Popular Academy (Nordens folkliga akademi) in Göteborg, Sweden, is an institution under the Nordic Council of Ministers and exists since 1968. The academy presents itself as "a Nordic institution of further education and a development centre of popular education and adult education". In the last few years, they have emphasized cooperation with countries around the Baltic Sea. It would seem natural, being the only common Nordic institution of adult education, that emphasis would be given to provisions for the only indigenous people living in three of the Nordic countries. But so far there have been no signs of any provisions for the Sami population.

NORD, the Adult Education Centre of Nordkalotten in Övertorneå in Sweden is a Nordic institution owned by the northernmost counties of Sweden, Finland and Norway. It has students and teachers from all three countries, traditionally also including many Samis. However, they have no education in Sami language or Sami topics. The Sami Institute is an institution under the Nordic Council of Ministers but it will be described in chapter 3.1.2. under All-Sami organs.

---

[13] Norden means the Nordic countries or Norsay, Sseden, Finland, Iceland and Denmark. In the Nordic Council there are also representatives of the self-governing areas Aland, Faroe Islands and Greenland. The Sami Council has applied for membership but has so far only got observatory position.

2.2. Adult education in Norway

The educational system in Norway:

Kind of school	Age / Duration	Governed by
Primary school	(6-16)/10 years	Municipality
(Upper) secondary education	3 years school or 2 years school + 2 years apprentice	County
Higher education (University and college)	over 18 years	State

Less than 5% of the pupils attend private schools, both on the primary and the secondary level. On the secondary level there is only one kind of school, having 13 parallel programmes for the first year, and around 90 programmes for the second year. In general, the general secondary education is 3 years in school while the vocational education is 2 years in school followed by 2 years as an apprentice. However, this has been difficult to realize because of lack of workplaces for apprentices.

Since the 1970-s, vocational education has been changed from providing a finished education for life to give a broader basic education; to learn to learn and be able to readjust to other professions later. This may have advantages for pupils who have not been to work. However, when adult education too is based on the broad curriculum of secondary education, it means that those who already are in a situation of readjustment for a new profession have to make a lot of efforts to acquire general education which might not be of any use in the profession they are readjusting to. Especially for those who have a weak primary education, this could contribute to create new loosers in adult education.

In the yearly statistics of education published by the Central Bureau of Statistics[14] adult education is explained in this way:

> Norwegian adult education is complex and versatile. To a small extent separate institutions for adult education have been established. Responsibility rests partly with the public educational institutions (primary schools, secondary schools, colleges and universities) and partly with the freestanding /private institutions/organizations (study associations, folk high schools and institutions for distance learning). Working places also take part in adult education, both in cooperation with various educational institutions and by internal programmes within the companies.

Adult education has a much shorter tradition as a part of the public educational system than any of the main school levels: primary, secondary and higher education. In Norway, it was not until the beginning of the 1960s that one started thinking in the perspective of "life-long learning". In Parliamentary Bill 92-64/65[15] this situation is explained as follows: "Until a few years ago it was a quite common opinion that the professional education a man or a woman had obtained at young age, would be enough for the whole life. This opinion is no longer appropriate to the conditions of today."[16]

The Norwegian Adult Education Act (1976) defines the following forms of adult education:

1. Study work in study associations entitled to state financial support.
2. Alternative facilities of first time education for adults.
3. Continued education and shorter courses, not being part of first time education by higher educational institutions.
4. Labour market education.
5. Education in or connected to work place.

---

[14] Statistisk Sentralbyrå: Voksenopplæring i Norge - Nøkkeltall 1998

[15] Stortingsproposisjon (Parliament Bill) Proposition from government to parliament

[16] St.prp 92-64/65 s. 4

6. Other educational provisions for adults, based on special evaluation in each case.

7. Remote education by independent institutions entitled to state financial support.

In addition, it is stated that there exist other types of adult education which are not subject to this law: "For primary and secondary education especially organized for adults the Act on Primary School and Secondary Education applies."[17]

During the 1970s, further and continued education as well as part-time education became more common .In 1985, a report was published on the"documentation of knowledge and skills"[18], showing adults' needs of documenting their knowledge connected to entrance to secondary and higher education, higher education exams, formal competence for certain jobs and shortening of time for studies and apprenticeship.[19] The report on lifelong learning, published in 1986[20], showed that Norway attached less importance to adult education than the other Nordic countries. During the 1980s, the amount of adult education programmes had been reduced. The 1986 report contains suggestions with regards to a higher priority of adult education, and provisions which will make it easier for adults to get education. It seems like much of this has not been realized as many of the same suggestions appear again in the report of 1997[21], which introduces the "Competence reform", the last of the great reforms changing the Norwegian educational system in the 1990s.

One of the proposals of 1997 was that the right of adults to secondary education should be statutory. But this did not get a majority in Parliament when the reform was put to the vote in January 1999. Some provisions to improve the economical situation for adult students have been

---

[17] Lov om voksenopplæring av 28.05.76, §2

[18] NOU 1985:26 Dokumentasjon av kunnskaper og ferdigheter ; [NOU = Norges Offentlige Utredninger (Norways Public Reports), is a series of publications of reports and suggestions from committees appointed by ministries.]

[19] NOU 1986:23, s.20+

[20] NOU 1986: 23 Livslang læring

[21] NOU 1997:25 Ny kompetanse - Grunnlaget for en helhetlig etter- og videreutdanningspolitikk.

proposed. But many of these depend on negotiations between employers' organizations and trade unions, and these negotiations have so far given poor results.

Among others the suggestions included:

- Development of a system for documentation of real competence
- Right to leave of absence from work for study should be established by law. This will only be a right to unpaid leave, and the rules should be negotiated between the employers and the trade unions.
- Companies may get financial support for internal programmes for the development of competence.
- Development programmes for use of information technology in distance learning programmes.

It is planned to carry out the reform with little expenses for the Norwegian Government. The Government and the Parliament want to place most of the expenses with the organizations of employees and employers, and to the students in the form of extending the rights of colleges and universities to demand payment from students. As the financing to a great extent is left to employers' organizations and trade unions, it is not clear how fast and to what extent the reform will be accomplished.

The reform of continued and further education will make adult education an interesting market for investors such as private educational institutions. Some foretell that there will be a market of up to 40-50 milliards NOK. Such private educational institutions are mainly in the cities. There are no signs that Sami education will be considered as an interesting market.

In the year in which the Act on Adult Education was passed, i.e.1976, the Norwegian Institute of Adult Learning Research (Norsk voksenpedagogisk forskningsinstitutt - NVI) was established in Trondheim. This is a government institute reporting to the Ministry of Education, Research and Church Affairs. NVI has evaluated the consequences of Reform 94 for adult education. The Institute has done nothing in particular for adult education of Sami people.

The dominant actors in adult education in Norway are:

- The national education administration, i.e. the Ministry of Education, its education offices located in the counties and the Sami Education Council
- The Labour Market Administration
- Municipalities
- Counties
- Study associations
- Private schools

In Norway, the concept "voksenopplæring" (adult education) has mainly been used for education on the primary and secondary school level, and for courses which do not give any formal competence. Within higher education the term "etter- og videreutdanning" (continued and further education) has mainly been used. In this report, I will include the term "etter- og videreutdanning" in the concept of "voksenopplæring". Anyhow it will be difficult to delimit the subject. As the problem of defining and delimiting adult education seems to have influenced the answers I have received, it will necessarily also influence this report. This makes it very difficult to quantify the occurrence of adult education in Norway, let alone adult education for Samis.

2.3. Adult education in Sweden

Main characteristics of the Swedish school system:

Kind of school	Age / Duration	Governed by
Primary school	(7-16)/9 years	Municipality
(Upper) secondary education	3 years school	Municipality
Higher education (University and college)	over 18 years	State / county

All secondary education is centred within one type of school, where the pupils choose among 16 different 3-year programmes. A system of apprenticeships no longer exists in Sweden. The educational system in Sweden is mainly public. Private schools represent a small part of the total number of pupils, in primary and secondary schools less than 5%.

The principal suppliers of adult education in Sweden are: municipalities, counties (län), folk high schools, study associations, AMU (vocational training for unemployed), the State Schools for Adults, and private institutions. The Swedish Act on Education contains regulations for adult education. The municipal adult education "Komvux" plays an important role. It encompasses basic, secondary and supplementary education.

Neither the Act on Education nor the regulations make any particular mention of Sami. Sami language is not among the subjects selected for basic adult education. In contrast, the Act and the regulations do give directions on education in other languages than Swedish but this appears to be more related to immigrants than Sami people.

During the period 1997 - 2002, Sweden will implement a 5-year programme for the furthering of adult education, "Kunskapslyftet" (The knowledge jump). The target group of this effort are primarily partly or wholly unemployed people without 3-year secondary school competence, but others with a low level of education may also participate. Kunskapslyftet is a cooperation between most of the organizations for adult education are participating: Komvux, county councils, the State Schools for Adults, the folk high schools, the Committee for Qualified Vocational Training, the study associations and AMU. In the spring of 1998, the municipalities have trained 190.000 pupils. Some two-thirds of the participants were women.

2.4. Adult education in Finland

Main characteristics of the educational system in Finland:

Kind of School	Age / Duration	Governed by
Primary school	(7-16) / 9 years	Municipality
Secondary education	16-18	
Gymnasium	3 years school	Municipality (state, private)
Vocational school	2-3 years school	Municipality (state, private)
Apprentice	3-4 years work	
Higher education (University and vocational college)	over 18 years	State

Finland has thus two quite independent types of education at secondary school level. In addition, there is an apprentice scheme education. The apprentice scheme accounts for a rather low percentage of the overall education, and the state has therefore set a target to increase this percentage in the future. The state is now in the process of withdrawing from the secondary school system and allowing the municipalities to take over more of the responsibilities for secondary education. Approximately 25% of vocational education and training is covered by private schools.

A reform in the Finnish school system is expected in the year 2001. This includes:

- all secondary school education will be of three years duration;
- all curricula are to be revised;

- practical subjects/courses will have placements of 20 weeks duration in the practice/practical areas (company, plant, factory, hospital etc).

In 1978, the Finnish government passed a directive concerning adult education. Since then the principal of "lifelong learning" has been a corner stone in Finnish educational policy. In 1996, the government convened a committee to develop a national strategy for lifelong education. Adult education is, to quite a large degree, based on the secondary school curriculum. Finland is offering adult education within about 1.000 of its educational establishments.

Apprenticeship training leads to the same vocational exam (vocational certificate) or qualification as the education at the vocational training schools. Apprenticeship training is for both teenagers and adults alike and can give admission to further studies. The number of apprentices in 1995 was 13.000, the majority of these were adults.

Since 1994, it has been possible for adults to take the certificate of apprenticeship or vocational/professional examination on the basis of practical experience. At the same time, a nation-wide quality control system was introduced covering all vocational education and training for adults. Three types of apprenticeship/vocational exams are currently in use: elementary exam, vocational exam and specialist exam. The examinations are based on the national curriculum which are laid down by the educational board. Adults can take the exam (privately), at all three grades, independent of previous education. In the same way national language tests are arranged so that adults can document their language abilities.

The educational board (Opetushallitus) edits a catalogue in both Finnish and Swedish called "Development for Adults". This contains an outline of all adult education courses and course providers.

3. Adult Education for Samis

Here we will look at the most important institutions and organizations which, by deciding frameworks for education or by initiating or arranging courses, influence adult education for Samis. Some institutions work together in arranging courses or programmes. As for Norway,

we have hopefully described the most important institutions but for the other countries this is only a beginning.

Out of the adult education programmes in which Samis take part, only a relatively small part is developed especially for them. Here some courses will be described which include participants from other ethnic groups while many courses also attended by Samis are omitted. We have tried to cover most of the courses arranged by Sami institutions and organizations and courses in specific Sami livelihoods, language and culture.

3.1. All-Sami organs

3.1.1. Sami Council[22]

The Sami Conference in 1971 stated that folk high schools, voluntary education and adult education for Samis should be promoted. The Sami Conference in 1989 decided on a Programme for Schools and Education. In this programme the following is expressed about adult education:

> "7b - Adults should have the possibility of learning Sami language in Sami area."

In 1998, the Sami Council has called for the building of a Sami university, based on the existing institutions. The Sami Council bases its cultural view on the UNESCO report "Our Cultural Diversity". Except for principal statements, the Sami Council is at the moment not very active in the field of adult education, among other reasons because of lack of a secretary for culture in their secretariat.

3.1.2. Sámi Instituhtta

The Sami Institute (Sámi Instituhtta / Nordisk Samisk Institutt - NSI) is a Sami research institution founded and mainly financed by the Nordic Council of Ministers. The institute is situated in Guovdageaidnu in Norway.

---

[22] The Sami Council and the Sami Conference are explained in chapter 1.2.

When the Sami Institute was established in 1973, adult education and enlightment were considered some of its most important tasks. Adult education was subject of a seminar arranged by the Sami Institute in 1974.[23] In 1977, the Sami Institute decided to start an adult education project covering Ohcejohka/Utsjoki municipality[24], the South Sami area[25], and Stockholm[26]. It began by registering needs and interests in adult education. Then several courses were arranged in cooperation between NSI and different educational establishments, among which 'Samernas folkh gskola' was one. Some of these courses were interesting pioneer projects, among them 'Saemien Vuekieh', concerning culture and traditions, which was offered several times in the South Sami area. Teaching was not approached in the normal manner but instead the learning was based on the experience of the participants. The adult education project was carried out until 1983 and summarized in three project reports. Unfortunately it does not seem that it has been developed further after that. Since then, there has been little development concerning adult education by NSI, before this survey was initiated by UNESCO.

Since the reorganization of NSI in 1997, the institute has changed into a pure research based institution. The responsibility for Sami adult education has been left to other institutions and there is no longer any all-Sami institution responsible for adult education.

3.1.3. Sami Parliaments

The three Sami Parliaments have had some common meetings and made statements on important common questions for the Sami people. In connection to the UN International Decade of the World's Indigenous People, they made a statement regarding "Common Objectives and Joint Measures of the Sami Parliaments". In this statement the following is mentioned as one of the main objectives which they will pursue in the decade:

---

[23] Die˜ot 1977:2 Oahpahusáššiid seminara

[24] Sarmaja, Heikki: Utsjoen saamelaiset. Aikuisväest n koulutustarpeista ja -toiveista sekä elämisen malleista. Sámi Instituhtta 1984

[25] Jåma, Ingegerd Blind: Samisk vuxenutbildningsprojekt i det sydsamiska projektområdet.

[26] Blind, Inga Britt: Samerna i Stockholm. En unders kning om utflzttade samers kulturella behov

> Giving priority to the Sami language through Sami control over the education of Sami children, and combatting the oral and written illiteracy in their own language among adults in the course of the Decade.

The Sami Parliament in Sweden has taken part in a campaign for adult education in Sami language, but the other two Sami parliaments apparently have little concrete activity in this field.

3.2. Norway

It is difficult to put all organs influencing adult education for Samis in Norway into a simple scheme, as there are often no clear borders between Sami and non-Sami organs, between governmental and non-governmental organizations, and between central and region level. We will first look at bodies setting premises through political decisions/ bureaucracy, then at institutions and organizations providing courses. But even here there are no clear borders.

3.2.1. State education administration

The state education administration in Norway lies with the Ministry of Church, Education and Research and 18 State Offices of Education.

KUF - Ministry of Education, Research and Church Affairs

The Ministry of Education, Research and Church Affairs (KUF - Kyrkje-, utdannings-, og forskningsdepartementet) decides on curricula for education in primary and secondary schools, colleges and universities, within the frames given by Parliament (Stortinget).

The work of the Ministry and other governmental institutions concerning adult education has over the last few years mainly concerned the reform of continued and further education. When reading the public documents about this reform, one will find very little about Sami affairs: In the main report about the Competence reform,[27] Sami affairs are only mentioned in connection to primary education for adults, where it is stated that it is possible to take the exams

[27] NOU 1997:25

of primary school according to either the national curriculum or the Sami curriculum, and that it is possible to choose Sami language as a subject. In chapter 6 which deals with financing of primary school for adults, the only reference to the need for special provisions for Samis is made: "The system of financial support may also be adapted to financing provisions for special groups, for instance Sami population lacking primary school competence in their own mother tongue."

So principally this may be realized, but nothing in the rest of the report points out that it will be.

One of the annexes to this report is the 'Hamburg Declaration on Adult Learning' adopted at the UNESCO conference on adult education in 1997.[28] This declaration stresses the rights of indigenous people to adult education on their own conditions. However, this does not seem to have caught the attention of Norwegian politicians or bureaucrats in school administration. It has at least not led to any consequences for the proposals on adult education in Norway.

During the hearing concerning the Report "New competence", the report was vehemently criticized by the Sami Educational Council and the Sami Parliament but it seems that this criticism did not lead to any consequences in the further work on the Reform.

The next document on this reform was produced by the Ministry: Stortingsmelding 42 (1997-98). The following passage states everything which has been written about Sami adult education in this document: "The readjustments in the Sami societies will demand increased competence and further education. Following up the report to Parliament this area must be given special attention."

In the proposal of the Standing Committee on Education, Sami affairs were not mentioned at all. Neither were they mentioned by anybody in the debate in Parliament.

The Ministry, responding to this survey, confirms this by writing:

> ... The Ministry is for the time being about to prepare a greater reform of further education, the so called competence reform. Within the framework of this reform no suggestion has been made regarding any special provisions for the Sami population. The reform is however intended to cover all adults, and will therefore also be of importance for the Samis.[29]

---

[28] NOU 1997:25 refers to the Conference at page 11 and brings the whole declaration on pages 159-161.

[29] Brev frå KUF ved Lars P. Brynhildsrud og Anne Brit Udahl til Nordisk Samisk Institutt av 16.02.99

A question regarding the Ministry's intended action in relation to the demands of the central Sami institutions, was answered as follows [30]: The policy of the Ministry with this competence reform is to reach many, especially those who have low education. This is, according to the representative of the Ministry, especially appropriate for the Samis as they in general have a lower education than the country average. They intend to apply a general policy which will affect the Samis in the extent that they have low education, not because they are Samis.

The Competence Reform was decided upon by Stortinget (The Parliament) on 19.01.99 and still no decision has been made regarding adult education for Samis nor is any further work on this planned.

SU - State Offices of Education

In each county (fylke) in Norway there is a State Office of Education (Statens utdanningskontor - SU).[31] These offices are responsible for supervising all education within the county, both the primary (organized by municipalities), the secondary (organized by counties) and the higher education (organized by the state). Adult education on all levels is a part of this. Among other tasks the SUs arrange courses for teachers. These offices are part of the state education administration and the Ministry divides up some of its work among the offices. For instance, SU - Oslo / Akershus is responsible for the Secretariat of exams and SU - Troms for education in Finnish language.

We have asked the 5 northernmost offices about their work in adult education for Samis. The offices in Trøndelag (North- and South-Trøndelag in Mid-Norway) have done nothing in this field, so we will concentrate on the three northernmost ones.

---

[30] Information by consultant of adult education, Dag Johnsen, personal communication, March 1999.

[31] There is one exception: the capital Oslo has a common office of education with the surrounding county of Akershus.

SU - Finnmark

One of the main aims of SU-Finnmark in their activity plan for 1999 is "SU shall contribute to a better quality in the whole educational run, adapted to the distinctive stamps of Finnmark". In relation to this main target some of their objectives are:

- SU shall support and arrange for the use of Sami language and culture in schools, as well as contribute to quality in education in and through Sami language.
- SU shall contribute to assure an entirety of offers for all levels within adult education.

SU-Finnmark has cooperated closely with SUFUR (see chapter 3.2.8), for example, on a strategic plan of adult education for Finnmark 1995-1999. When inspecting the municipalities SU-Finnmark has often stressed the need for Sami adult education provisions.

SU-Finnmark has arranged several conferences about adult education in Finnmark and about Sami education. It is possible to apply for money from them for research and development work and for study activities on higher level. In SU-Finnmark there is a consultant who is especially responsible for Sami education.

SU - Troms

During the last 5 years, SU-Troms has arranged two courses in "Samisk semesteremne"[32] and a primary course in Sami language. The main aim was to give more students / teachers the basic knowledge to enable them to take Sami language at university level or education for teachers at the Sami College. There have been arranged three 2-days further education courses in Sami language.

In four municipalities in Northern Troms a project has started for adult education called "Tre stammers møte i fire kommuner" (The meeting of three tribes in four municipalities), 1998-2000. This is developed in cooperation between SU -Troms and the school administrations in the municipalities Kvænangen, Nordreisa, Gáivuotna/Kåfjord and Skjervøy. In the papers presenting this project they say that formerly the fact that these municipalities have a mixed population of Sami, Finnish and Norwegian origin, has been looked upon as a problem. Now they rather wish

[32] 1/2 year study of Sami language; level as first language in secondary school

to look upon this as a resource for education. In general, the adult population in this area has scarce schooling. A decay in the primary industries, without new workplaces being created in the same degree as primary industries are lost or abandoned, has caused unemployment and accounted for the fact that many people have moved away from the area. This situation has created a great need of adult education.

As some of the plans within this project may be mentioned:

- An adult education house in each of the municipalities with access to library, information and communication technology.
- Primary school for adults
- Course in cooperation with trade and industries
- Education of teachers in adult pedagogics.

Even though the Samis and the Finnish (Kvens) are emphasized as target groups in the arguments for the project, very little is said concretely in the work plans about the multicultural aspect.

SU - Nordland

So far, no adult education programmes have been provided specifically for Samis or in Sami language or culture by SU-Nordland. They have now got money for a pilot-project for adult education in the Lule Sami area (Tysfjord). The Lule Sami Centre "Árran" will function as secretariat. However, there is disagreement on the description of the situation and the history of the area, and the whole project process has therefore halted.

3.2.2. SOR - Sami Educational Council

The Sami Educational Council (SOR - Sámi oahpahusráddi / SUR- Samisk utdanningsråd) was established in 1977 as an advisory board to the Ministry of Education. First, it was appointed by the Ministry, later by the Sami Parliament. SOR has a secretariat in Guovdageaidnu with now

around 20 employees. On 1 January 2000 the work of the sami Educational Council was taken over by the Sami Parliament. As this is a very recent development, what will be described here represents the situation until the end of 1999.

SOR was the most important organ of Sami education in Norway and has played an important role in setting premises for central authorities. Nevertheless, the Council has had quite restricted authority with regard to making independent decisions. One of the main tasks has been to provide schoolbooks in Sami language and in Sami topics. Since 1985, SOR has had the right to authorize Sami schoolbooks, and in 1994 a Sami Centre of School Materials (Sámi oahpponeavvoguovddáš/Samisk læremiddelsenter) was founded as a department under SOR.

During its first years, SOR's work concentrated almost entirely on primary school affairs. Since 1987, there has been a consultant for secondary education. For many years SOR has asked the Ministry for money for a consultant for adult education. When the Readjustment programme for Inner Finnmark[33] started, SOR wanted to take part in it, and they applied for money for an adult education consultant. But the Ministry neither gave money nor wanted SOR to take part in the Readjustment programme. The result is that SOR has had very restricted capacity to work with adult education. Replying to this survey they write that adult education is no field of priority in SOR, nor is it given priority in their plans for the nearest future.[34]

One of the most important functions of SOR has been to make statements on Sami education connected to All-Norwegian educational reforms and laws. In the hearing about NOU 1997:25, the Sami Educational Council expressed among others things:

> "The report should have had a chapter about the educational needs of the Sami population and the offers given to them. There should have been a description of the needs of the future Sami society and the necessary provisions. As no such work is done , it seems to be necessary to do it, preferentially as a follow-up of this report. ....
>
> The Sami Educational Council suggests that a group is appointed which examines the educational needs in the different Sami societies and which also suggests provisions to be made"[35]

---

[33] The Readjustment Programme is described in chapter 3.2.8.

[34] Letter from SUR, by Johan Anders Klemetsen and Johan K.K.Hætta, 04.05.99

[35] Samisk utdanningsråds arbeidsutvalg Møte A8/97, 22.12.1997

None of these suggestions have been followed up by the Ministry.

SOR has taken part in arranging some courses for teachers but they do not initiate such courses themselves.

3.2.3. Sami Parliament

The Sami Parliament (Sámediggi / Sametinget) has 39 representatives who are elected according to a Sami census. The administration of the Sami Parliament is situated in Kárášjohka. In addition, there are 4 councils (trades, culture, cultural memories and language), each with its own administration. Education has not been under the charge of the Sami Parliament so far. In the administration of the Sami Parliament there has been very restricted capacity to work on educational issues, and the Parliament itself has mainly concentrated on primary school affairs and principles of organizing Sami education administration. In 1997, the Sami Parliament supported the statement of SOR about the Competence Reform (NOU 1997:25). Apart from that the Sami Parliament has not made any statement on adult education.

Connected to sessions of the Sami Parliament there are often arranged seminars which are open to the general public. Except for that the Sami Parliament does not provide any adult education neither for its own employees nor for others. In order to improve the internal competence in their administration they give priority to Sami language knowledge but then the employees follow external courses to obtain this knowledge.

3.2.4. Labour Market Administration

The Labour Market Administration (Arbeidsmarkedsetaten) in Norway is state governed with a Directorate of Labour (Arbeidsdirektoratet) under the Ministry of Labour and the Government Administration Affairs (Arbeids- og administrasjonsdepartementet). There are 18 county employment offices (fylkesarbeidskontor), 129 district employment offices (distrikts-arbeidskontor) and 56 sub-offices (avdelingskontor).

Until 1998, there was a district employment office for Inner Finnmark which encompassed the two most central Sami municipalities, Guovdageaidnu and Kárášjohka. In connection with

the reorganization of the labour market administration, this district employment office was closed. The most central Sami municipalities were split and only given sub-offices placed under district employment offices situated in places where Sami language and culture have a much weaker position. This means that there is no longer any district employment office mainly serving the Sami speaking population.

There are many signs that the Labour Market Administration does not do much about providing education and services to the Sami population based on their own language and culture. A new example here is that the leader of the sub-office in Guovdageaidnu was refused leave from work to study the Sami language. The bosses of the County Employment Office maintained that it was enough if one of the employees of this sub-office was able to speak Sami language even though for 80-90% of the inhabitants they shall serve Sami is the mother tongue.

The Labour Market Administration has played an important role in adult education. They have partly arranged courses at their own adult education centres and partly financed courses arranged at secondary schools / resource centres. These courses (AMO-kurs[36]) are only open to unemployed people. Previously also other adults could apply for AMO-courses but this is no longer possible. Currently they have ceased to announce the courses as these are only offered to those registered as unemployed.

In the past, the Directorate of Labour decided on the curricula for many of their courses. However, over the last years the special labour market courses have often been replaced by modules of the secondary school curriculum.

One advantage of the labour market courses is that unemployed people are paid unemployment money when attending the course. The disadvantage is that one has to be registered as unemployed to be able to participate. Those who are offered work may also be forced to leave the course before it is finished. Furthermore, the decision to start a course is often taken at the last minute. This makes planning very difficult, both for those seeking education and for the schools which arrange the courses.

The Labour Market Administration finances less courses now than before because they get less money. When unemployment is reduced on the country level, the grants for education and

---

[36] AMO = Arbeidsmarkedopplæring, Labour Market Education

employment provisions are reduced, also in the areas where unemployment is still high, like in the Sami areas. Instead of securing employment there, the government prefers to force unemployed people to move to areas where more work is available.

The Labour Market Administration has been one of the main providers of adult education in the Sami areas. Inner Finnmark has for a long time been an area of high priority because of high unemployment. Labour Market Administration takes part in financing the Readjustment Programme and UNIREG. (See chapter 3.2.8.).

The new Law on Education[37] gives all Samis the right to study Sami language as a subject in secondary school. According to law, this also applies in adult education when following a curriculum of secondary school. However, the County Employment Office in Finnmark has so far done nothing to be able to offer Sami language as a subject.[38]

The courses of the Labour Market Administration have usually been taught in Norwegian. Courses may be in Sami language only when both the teacher and all the students are Sami language speakers. If only one student does not speak Sami, Norwegian is always used. It has never been announced that any course would be taught in Sami, nor were ever any schoolbooks used in Sami language. As far as the County Employment Office in Finnmark knows, Sami language has only been offered as a subject in Guovdageaidnu and Kárášjohka[39].

The AMO-centre in Alta[40] started in the 1960s, with the purpose of reeducating people from agriculture and fisheries to industry and construction work. There have always been many Sami students. The national curriculum has always been the basis of these courses, with no adaptation to Sami students and their particular situation. Sami language has not been offered as a subject until a few years ago. When some students of child care in Alta asked for Sami language as a subject, their request was granted. When the AMO centre arranged a joint course

---

[37] The law on education, Opplæringslova, is the first common law on primary and secondary education in Norway. It was adopted by Parliament in 1997 and is in force since 1.8.1999.

[38] Information from June 1999.

[39] As stated below, this also happened in Alta once.

[40] Alta has the largest concentration of people in Finnmark. Earlier, the majority of the population was Sami but today the majority is either of Norwegian origin or they have lost their Sami identity.

with the secondary school in Guovdageaidnu, the school requested that Sami language should be a compulsory subject. The AMO centre itself has never initiated any education in Sami language.

It has not been possible to figure out to what degree labour market courses, which might have a specific Sami content, have been arranged outside of Finnmark. However, it may be mentioned that the Labour Market Administration has taken part a few times in organizing courses in Lule Sami and South Sami Language in areas outside of Finnmark.

The conclusion must be that with regard to Samis seeking adult education, the Labour Market Administration mainly functions as a representative of the majority society (storsamfunnet). Courses are arranged according to centrally decided regulations, and the Sami population has little influence on the content and framework of these courses.

3.2.5. Reindeer husbandry administration

The Reindeer husbandry administration (Boazodoallohálddahus/Reindriftsforvaltninga) is a state body under the Ministry of Agriculture. Their main office is in Alta in Finnmark. This administration is responsible for the Development Fund of Reindeer Husbandry (Reindriftens utviklingsfond) which, among others, is used for running short-term courses for reindeer herders. From this fund many courses are financed both for reindeer herders as well as for others who are connected to reindeer husbandry in any way. In 1999, the largest funds were allocated for courses for reindeer herding districts in district planning and for computer training for reindeer husbandry. Courses arranged by other institutions are also supported, such as:

- Slaughtering and slaughterhouse work (Sami Study association -SOL)
- Reindeer husbandry rights (Norwegian Association of Lawyers)

The Development Fund also supports courses by the association of the reindeer herding Samis, NBR/NRL. (see chapter 3.2.13.)

The Reindeer husbandry administration is one of the institutions obliged by the language rules of the Sami Act to provide their service in Sami language. However, only 3 employees out of the 17 employed at the main office in Alta are able to understand the Sami language. Many

of them also have very poor knowledge about Sami culture and the practical work in reindeer husbandry. There is no educational plan to change this situation. At the district offices, however, some of the employees have attended language courses in North or South Sami language. In the budget for the year 2000 it is suggested to use some money to pay substitutes so that some of the employees can attend courses in the Sami language.

3.2.6. County administration

Norway has 19 counties (fylker). The County administration (Norwegian: fylkeskommune) is, among other duties, responsible for secondary education, except for the Sami secondary schools which are owned directly by the state. The three northernmost counties have or have had a special consultant on Sami affairs in their administration.

According to the Law on Adult Education, § 4., the county administration is responsible for:

1. The development of adult education in the county and planning of this education.
2. Financial support to organizations and institutions according to principles stated in this law.

The county administrations, however, no longer engage much in adult education as they do not have the money for it. It has been left up to the resource centres of each school (OPUS)[41] to organize most of the adult education programmes and they have to find external funding for their courses. The county school administration does not even have a list of what courses are offered in the different schools.[42] In some cases counties have given financial support to Sami courses arranged by study organizations.

---

[41] OPUS, Opplærings- og utviklingssenter, Education and Development Centre, is a unit connected to secondary school but economically it is an unit of its own. It is financed by selling courses to trades, and public and private institutions.

[42] This information was given by the county educalional office of Finnmark.

Finnmark

For the time being, Finnmark county has no consultant for Sami affairs. The job has been vacant for several years but it will now be advertised again. The representative of the County Office of Education[43] stated that he could not remember whether there had been any provision of adult education for Samis or about Sami affairs.

Troms

For some years, Troms county has a consultant on Sami affairs[44]. The county does not have any county based education about Sami culture. Sami language is taught in a few secondary schools but there is a great lack of teachers. There are plans to create a competence centre for distance education in Sami language. This may also be used for other secondary education and for adult education. It is hoped that this will start in the summer of 2000. There are also plans to use the Internet as a resource for students and teachers.

Primary courses for new officials are offered as part of the internal education in the county administration. The courses contain a section on Sami politics, for which the Sami consultant is responsible. They want to develop permanent courses for different bodies and institutions in the county with information about Sami affairs. Here they plan to cooperate with the Sami language centre in Gáivuotna / Kåfjord.[45]

The Regional Hospital in Tromsø (RITØ) has its own consultant for Sami affairs. In cooperation with the Sami secondary school in Kárášjohka, distance learning courses in Sami language for 9 employees are arranged. There have also been internal courses at the hospital about Samis and health.

---

[43] Helge Ovanger

[44] Raimo Valle. Most of the information in this chapter was provided by him.

[45] Gáivuotna (Sami) or Kåfjord (Norwegian) is the only municipality in Troms belonging to the area of Sami language rules.

Nordland

The county has a consultant for Sami affairs. No courses are arranged or planned by the county or for their employees but the county cooperates with local language centres / resource centres: Várdobáiki in Evenes (North Sami), Árran in Tysfjord (Lule Sami) and Sijte Jarnge in Hattfjelldal (South Sami).

One secondary school in the county, Hamarøy videregående skole, filial Drag, is providing adult education in the Lule Sami language. During the last five years, they had courses each year at a low or medium level of competence according to the curriculum of the secondary school. The school cannot offer as many courses as required because of lack of funding. A few years ago, this school also organized a school for apprentices in Sami handicraft (duodji).

Sør-Trøndelag

Røros Ressurs, a resource centre of an upper secondary school offers courses in South Sami language at different levels.

3.2.7. Municipalities

According to the Law on Adult Education, municipalities are responsible for adult education at primary school level and for education in the Norwegian language for immigrants.

Many Samis received minimal schooling during and after the Second World War. For a long time they have been fighting for compensation but their demands have always been rejected by Norwegian authorities. However, in the 1990-s some of them have received some elementary education in the Sami and the Norwegian language through their municipalities. Apart from that the activity in municipalities with regard to adult education seems quite low despite the fact that most Samis are lacking basic education in their own language. The municipalities are, according to the Law on Adult Education, obliged to develop municipal plans for adult education. Apparently this has only partly been realized, both in the Sami municipalities and in the rest of Norway.

Refugees and immigrants to Norway have a right to a certain amount of education in the Norwegian language and information about the Norwegian society. This right covers all immigrants who do not speak Swedish, Danish or Sami as their first language. Although probably not intended, the result of this rule is that those who are born in Finland and have Sami as their first language and Finnish as their second do not have the same right to learn Norwegian if they move to Norway as the Finnish citizens with Finnish as their first language. If this rule is followed strictly, it is a hindrance to Samis from Finland who want to work in Norway, for instance in any of the common Sami institutions. When in 1999 for the first time a group of refugees was placed in a Sami speaking area, central authorities told the municipality that they were free to choose whether they wanted to give the refugees education in Norwegian or Sami language. However, the municipality chose Norwegian based on the argument that the refugees should have the possibility to travel and move also to non-Sami areas in Norway. There is no similar right to obtain education in the Sami language for Norwegian speaking immigrants to Sami speaking areas.

The four municipalities which took part in the Readjustment programme for Inner Finnmark have a local adult education forum and each municipality holds a half position for an adult education coordinator. Their work is described in the chapter about SUFUR / Readjustment programme. (3.2.8.)

During the last few years, several language centres have been established. Some are situated in municipalities in the Language Act area and are financed by the annual funds the municipalities in the language area receive from the Sami Language Council for the promotion of bilingualism. Outside of this area the municipalities get no money for such work. There the language centres are established in cooperation between several municipalities or by local foundations. The language centres are inspired by experiences in the revival of other minority languages, among others, through study travels which Sami schools and institutions have undertaken to Wales and New Zealand. The Sami language centres are closely combining language and culture. The participants shall learn the language through practical work in duodji, food making, fishing and so on. All the language centres are situated in areas where the Sami language has been exposed to a strong Norwegianization. Today in these areas, the Sami language is mainly used by older people who ensured that the Sami language is still in use. An

important task has been to involve older Sami speakers in the centres and make use of their knowledge in teaching children and the generation of young parents. Within a short time, the language centres have become well known and people working there are often asked to come to other places and talk about their work for the revival of the Sami language.

Unjárga / Nesseby[46]

Some years ago, there was an initiative from Unjárga/Nesseby municipality to start a Sami adult education centre. The initiative was discussed for several years but finally rejected. One of the reasons why it was not realized, was that the great distances within Sami area make it difficult to have only one centre. Instead of a Sami adult education centre, resource centres were created later in the Sami secondary schools and language centres in several municipalities. The information received from the Unjára municipal school office was that they have a half position at the school office responsible for adult education and that they offer education for adults with special needs. The municipal language consultant, however, says that they have had a lot of language courses on different levels.

Deatnu/Tana

In the municipal plan one of the main targets is to "develop distinctive characters in culture, identity and language as valuable resources in the municipality". Based on this, the municipality has given priority to education in Sami language. Language courses are mainly financed by the state grants for promoting bilingualism, canalized through the Sami Language Council.

The municipality has established a Centre of Industries and Development, SEG, and a language centre as part of this. The municipality express the aim of their language centre as follows:

- Supporting and making people more aware of the Sami language and culture.

---

[46] The six municipalities under the Sami language regulations have official bilingual names. Here the Sami name is mentioned first, then the Norwegian. Most maps use Norwegian forms.

- Give participants / population back the confidence in the Sami language and culture by bringing it out into the open.
- Provide Sami language education.

They have language courses for newcomers and for health workers and courses in writing for municipal workers. These courses include administrative terminology.

SEG also arranges courses on economy and computer work in cooperation with Finnmark College. They have now started cooperation with the Sami College on decentralized education of teachers so that it will be possible to take the first two years of this education in Deatnu.

Porsá'gu / Porsanger

Porsanger was the first municipality to establish a language centre (1994). They have arranged both language immersion courses and writing courses for Sami language speakers, with altogether 40-50 participants. This language centre has been doing pioneer work by developing language and culture as an entity. Much of this has been done by providing training in Sami cultural traditions of handicraft, cooking and fishing. Except for the courses in the language centre, the municipality only offers courses in Norwegian for refugees / immigrants.

Kárášjohka/Karasjok

The municipal school office has done nothing on a primary school level, except for teaching immigrants Norwegian. The language consultant has organized Sami language courses for municipal employees. In 1999, they have started reading and writing courses, where participants get payment for attending the course. There are so far quite few who have got such a good offer.

Guovdageaidnu/Kautokeino

The main work of the school office in the field of adult education consists in the administration of courses in reading and writing Sami and Norwegian for those who are lacking these abilities. Education in Norwegian is provided for immigrants who do not have Sami or Norwegian as their first language (see above). In 1998/99, a 12 week course in reading and writing Sami language

was organized in cooperation with SUFUR and the Labour Market Administration. There are also arranged writing courses for people with dyslexia.

Gáivuotna / Kåfjord

Since 1995, the municipality has a language centre which offers courses in Sami language and culture. Gáivuotna municipality explain their work like this:

> The Sami Language Centre is an important part of the entire language package offered by the municipality. It offers language courses for adults (municipal workers and others), language immersion for primary school pupils and Sami language arrangements at the home for old people. For the local population, the Centre offers many kinds of facilities, guidance at different arrangements and courses. In addition, the language workers are collecting Sami terminology and placenames.[47]

In Nordland, three language centres / resource centres are now being started, one covering each of the main dialects: in Evenes for North Sami, in Tysfjord for Lule Sami and in Hattfjelldal for South Sami.

Evenes/Tjeldsund/Ballangen/Skånland

The 4 municipalities, Evenes, Tjeldsund and Ballangen in Nordland county and Skånland in Troms county, jointly own the language centre. The language centre is situated in Evenes. It started work in February 1999 and has not yet achieved much. Before that there was a language project for 2 years. In autumn 1999, they started elementary courses in Sami languages and they intend to continue up to university level (1 year - "grunnfag"). They plan to incorporate a local duodji association and local artists in the language centre. They also plan to build a Sami culture house, to start up a sound and picture studio and an Internet project together with Kiruna municipality (Sweden). As of yet they have no funding to develop these ideas further.

---

[47] Gáivuona municipality language consultant, letter 7.5.99.

3.2.8. The Coordination Committee for Finnmark Educational Region

The Coordination Committee for Finnmark Educational Region (SUFUR - Samordningsutvalget for Finnmark Utdanningsregion) is in a position between the state and Finnmark fylke. The same may be said about the Readjustment programme for Inner Finnmark. The educational part of the programme is organized by SUFUR.

The reason for establishing a special educational region was that the level of education in the county was much lower than the country average. The educational region was established in 1988, after demands had been made for more than ten years. At first, the region was established for 3 years, later it has been prolonged for one year at a time. It is now suggested that the educational region should continue until 2005 but so far no decision has been taken by the Ministry.

SUFUR is organizing or providing funds for activities in addition to the normal education activities organized by municipalities, county and state secondary schools and colleges.

When SUFUR was established, Finnmark was widely considered as a county of shortages. The aim of SUFUR was to motivate both youth and adults to take up more education and to attract more qualified teachers to the county. Gradually, the focus shifted more and more towards how the educational system could be adapted better to local conditions, based on the cultures, languages and livelihoods of the county. This shift of focus had its cause in experiences gained in attempts to increase the level of education based on a general Norwegian model, and on the discussions between scholars and institutions. Some Sami institutions like the Sami College and the Educational Council were also active in this debate.

In 1996, SUFUR's experience was summarized by researchers and participants and edited in 8 booklets. There the concept of competence itself is questioned, and it is stressed that a lack of formal education does not mean that the people in Finnmark have no real competence in relation to their society and means of livelihood. It seems that the way of thinking about this has changed within great parts of the pedagogical environment in Finnmark. This, however, does not mean that a similar development has occurred among regional and central politicians or in the school bureaucracy. The strict rules still represent a hindrance to establishing an education based on the county's own culture and traditions. The experiments made within the Educational Region

have mainly been quite isolated experiments and Finnmark has at the same time also been a victim of the school reforms of the 1990-s which have developed a more common national curriculum.

In the period when Finnmark was an educational region, the level of education has increased. Simultaneously, the level has increased on the national level and the difference has only been reduced in some fields. With regard to higher education which lasts more than 5 years, the difference in fact has increased, as it is still impossible to get such education in Finnmark.

Adult education has always been an important part of the work of SUFUR and in the latest paper on the future of SUFUR it is stressed that SUFUR must play an important role in promoting the competence reform.

The Readjustment Programme

A great part of the reindeer husbandry territory in Finnmark has been greatly damaged by too many reindeers and by the intensive use of motor vehicles and fences, a policy promoted by the government. Therefore, the number of reindeers had to be reduced. To encourage reindeer owners to leave their work and their way of living, the government and Finnmark fylke together started a programme to help them get new jobs. This was called the Readjustment programme (Nuppástuhttinprográmma/Omstillingsprogrammet). There have been a lot of political discussions about the programme, and some have criticized it, calling it a new form of Norwegianization of Samis. It has also been criticized for pushing the owners of small herds out, letting the wealthy ones stay in business. However, the Sami Parliament and the reindeer herders' organization have more or less taken part in the programme. The programme was also connected to the closing of some military camps and a copper mine, and the resulting unemployment, but the main focus all the time was on reindeer husbandry.

If reindeer owners slaughter all their reindeers and take up education or start their own company in another field, they are given a financial support of 100.000 NO[48] a year for a period of 5 years. The first readjusters have already finished their 5 years, the last ones will finish in

[48] 100.000 Norwegian kroner are approximately 13.000 US$ or half of the average yearly salary in Norway.

2001. This support could be used for ordinary studies at secondary or higher level or for attending courses initiated by the Readjustment Programme. The courses which were started as part of this programme are also open to other people. In fact, in several of these courses none of the participants were "readjusters". The Readjustment programme was designed for four municipalities in Inner Finnmark (Guovdageaidnu, Kárášjohka, Deatnu, Porsanger). Jobs for adult education coordinators have been established in these municipalities (½ job in each municipality) as well as Adult Education Fora (VO-forum) for the coordination of the activities of the various operators in education. In these fora one finds representatives of some municipal offices, schools, study associations and employment offices.

In general, there is bad coordination in the field of adult education in Norway but this organizing of the 4 municipalities in the framework of the Readjustment Programme is an interesting experiment which might serve as a model for more permanent organizing and application by other municipalities.

All courses are arranged in cooperation with other institutions, often with expenses being shared. Therefore some of these courses may also be registered under other institutions. The reports from SUFUR about education and competence development in the readjustment programme for Inner Finnmark provide information about the following provisions for the period 1994-1998:

- APO-classes in Guovdageaidnu and Kárášjohka (APO = Arbeid, Produksjon, Opplæring = Work, Production, Education)
- Motivate young people for studies
- Adult pedagogics for a multi-cultural society - Sami College
- District active school - ideas for teachers, mainly in primary school
- Elementary course in reading and writing, primary school level in Norwegian and Sami
- Study competence course (Gymnasium subjects in 1 - 1½ year)
- Sewing of theatre costumes (together with the Sami Theatre Beaivváš)
- Apprentices in Sami handicrafts and slaughtering
- Courses for companies: Foreign languages, service, economy, law, computers,

- Guiding (Tourism)
- "Field assistant" - education for nature protection and administration
- Computer work
- Internal control - health and security in places of work
- Traditional use of nature: fishing, catching birds with strings, hunting.
- Duodji / Development of handicraft products
- Documentation of culture and traditions: 6 unemployed youngsters in Guovdageaidnu are recording traditions and history by interviewing old people. They use tape recorders and cameras and write down their records afterwards. They will also use video. The youth is trained in the techniques of documentation and systematization, in Sami language and history. The material they collect may be used for establishing new places of work. This project is carried out in cooperation with the Sami Educational Council, Sami Archive and the local History Association.
- Natural stones and minerals: Introduction course
- Sound and light arrangements of cultural arrangements: Short course in cooperation with the Sami Theatre Beaivváš.
- UNIREG: In the four municipalities of the Readjustment Programme a combined programme of work and studies started in 1997, connected to Universitetenes registreringssentral (Central Registration of Universities). The participants are working half time with computer based registration for the Universities of Oslo and Tromsø. They are registering: "matrikler" (land registers)[49], fossils, Sami archives and collections. First, they are trained how to use computers for registration, later they are working half time and studying half time. The studies are flexible according to the needs of each participant and include mainly subjects on secondary school level, like Sami, Norwegian and use of computers. Altogether there were 40 participants in 1998. In 1999, the number has been reduced to 30 because of lack of money. The UNIREG course involves cooperation between the municipalities, Universities, Labour Market Administration and SUFUR. Some of the studies arranged for participants in UNIREG may also be open to others.

[49] Matrikler (Norwegian) are old papers registering ownership of land, borders between properties, possible restrictions on use and rights to use for others.

It has been tried to include the following courses in the Readjustment programme but so far without success:

- College study in Sami use of nature and resource planning
- Nature- and culture-based tourism
- "Oðða bálgát" - Personal development and motivation for youth from reindeer husbandry
- Building of sledges and traditional house building (lafting)
- Registration of cultural memories

The Readjustment programme itself lasted from 1993 to 1998 but parts of it are prolonged for two years more, in another shape. The programmes of education will now be more connected to the development of industries and working places, and Finnmark fylke has designed a regional development programme for Inner Finnmark in 1999. This includes the plans of SUFUR for this area. Educational development is planned in the following areas:

- Use of elders as a resource and informal competence in school. The Sami College and the Sami Educational Council have started this work, inspired by experiences of other indigenous peoples.
- Different courses for tourism.
- Courses for women in the readjustment municipalities, in cooperation with the Sami women's organization Sáráhkka.
- Competence development in companies.
- Courses for slaughterhouse workers.

The adult education fora and coordinators will probably keep on until the end of 2000.

Health, environment, security

During the last few years there have been two programmes focussing on health for reindeer herders and readjusters. The first was called "HMS reindrift" (Helse, miljø, sikkerhet - Health, environment, safety - reindeer husbandry) and was carried out in the years 1992-97 as a part of the project "Helse og ulikhet" (Health and disparity) connected to the county doctor in Finnmark.

There were several courses for reindeer herders in Inner Finnmark. This is followed up by the project HEMSKO - Health consequences of the readjustment programme for Inner Finnmark. This is partly financed by SUFUR and the readjustment programme. There have been several courses for readjusters. As a result of this work, HMS has also been taken up as a subject in the reindeer husbandry line of secondary school.

3.2.9. Sami secondary education

There are two Sami secondary schools (Sámi joatkkaskuvllat / Samiske videregående skoler), both situated in Inner Finnmark, in Guovdageaidnu and Kárášjohka. They are owned by the state and they have a common board. For many years these schools have arranged courses for adults. Since 1997, the courses are organized by a resource centre under the leadership of a course inspector.

A committee of representatives of the administration of the two secondary schools has suggested that the following should be the responsibility of the resource centres:

"The purpose is that the schools, through the departments, shall:

1. Translate the responsibility of the county into action, as stated in the Act on Adult Education, §4 no. 1 and 2, in Kárášjohka and Guovdageaidnu.
2. Arrange courses and offer service for other public estates, private enterprises, organizations and others."[50]

However, this proposal has not yet been formally considered by the Board of the Sami secondary schools or the Ministry of Education. The division of responsibility between the county and the state has not been clear. In 1998, the course inspector in Guovdageaidnu wrote: "Neither does the county, as the body responsible according to law, nor the state, as owner of the schools, take the responsibility of adult education in Karasjok and Kautokeino".

- He shows that it is difficult to arrange courses because:

---

[50] Ressurssenter. Kurs- og oppdragsvirksomhet ved de samiske videregående skoler i Karasjok og Kautokeino 1997

- The state demands income from courses which forces schools to give priority to courses which may generate income.

Extra expenses because of bilingualism and employers taxes[51] are not covered.

The Sami secondary schools have principally stated that they should teach in Sami language. But in reality most of the education is in Norwegian, both in secondary education and adult education. There are several reasons: Some teachers do not speak Sami, some pupils do not understand Sami, and there are almost no schoolbooks written in Sami language. There is an ongoing discussion on whether or not schools should be open to pupils who do not speak Sami.

Both the Sami secondary schools and their common board have done a lot to develop competence within the schools. Among others, different courses in pedagogics are arranged at the secondary school in Guovdageaidnu, in cooperation with the University of Tromsø. In 1999, they offered a course in school leadership and school development for school leaders. Also school leaders from primary schools in the Sami language area took part in this.

Sami Secondary School and Reindeer Husbandry School, Guovdageaidnu

'Sámi joatkkaskuvla ja boazodoalloskuvla / Samisk videregående skole og reindriftsskole' is an upper secondary school providing ordinary education for youth in the following studies: mechanics, reindeer husbandry, building, Sami handicrafts, food processing and general subjects (gymnasium). In addition, they arrange adult education courses within these fields and even in other fields. From 1995 to 1999, the following courses were offered: study competence, caretaker course, building and joining, primary school for adults, cooking and serving, field assistant, apprentices' school in Sami handicraft (duodji), computer studies, archive knowledge, and slaughtering.

Cooperating partners have been among others: SUFUR, Labour Market Administration, Tana secondary school, UniReg, AMO-centre in Alta, Sami College, HMS-Reindrift.

---

[51] Norway has a system of differenciated taxes on employed workers. In central areas they pay maximum, in parts of Northern Norway the tax is 0. But state owned institutions pay like if they were in the capital. This means that the Sami Secondary Schools have 14% extra expenses to their salaries which the schools owned by Finnmark fylke do not have. This system has now to be changed due to the EEA-appointment, but it is not yet clear if this will influence state institutions.

In 1997, the school developed a plan for a project named "Oðða balgat" - "New paths - Guidance for life: Personal development and motivation as a base for work and studies". An invitation was sent to all young boys from reindeer husbandry families who did not have a reindeer husbandry unit of their own. About 80 boys were contacted and 40 of them were interested. A "future seminar" with 24 participants was planned. For the boys it was important that they could take education on part time basis because they did not want to leave reindeer husbandry entirely and their work was needed at home in some periods. However, the strict rules of financing adult education have so far made it impossible to carry out the project. The school is still searching for new ways of financing it. The Readjustment programme does not refer to them and the Labour Market Administration will only pay for people who are completely unemployed. Based on the experiences made so far, a new project sketch was designed in 1998. In 1999, the school has written to the State bank for education (Statens lånekasse for utdanning), hoping to get financial support for the pupils.

Sami Secondary School, Kárášjohka

Sami joatkkaskuvla Kárášjogas/Samisk videregående skole, Karasjok provides ordinary upper secondary education in health and social care, mechanics, building, joiners work and general and economical subjects. As a part of adult education, during the last 5 years, they have offered 2 courses of primary school curriculum (½ year) with approx. 50 students, and 3 study competence courses (1½ years), altogether more than 50 students. There have been 15 computer courses, offered as Computer Licence courses in the last years. There have been Sami language courses on an elementary level both locally and as distance education and a course in the theoretical subjects for the craft certificate for joiners. The plan for the nearest future is to go on with similar courses and to arrange a course in mechanics for farmers.

Educational office for duodji

In 1990, duodji (Sami handicrafts) was accepted as a profession under the Law on Vocational Education in Working Life (Lov om fagopplæring i arbeidslivet) which means that a craft certificate for duodji was created. A central Council of Duodji Education (Opplæringsråd for

duodji) gives advice to the Ministry. This council has a secretariat in Guovdageaidnu. With the reform of secondary education, Reform 94, the duodji education was changed from 3 years in school into 2 years of school and 2 years as apprentice, and now there is only the duodji education office which may issue certificates. Therefore, the education for a crafts certificate is no longer under the Board of the Sami Secondary Schools but under the counties' committees for vocational education.

Two educational offices have been established, one in Unjárga / Nesseby for Eastern Finnmark and one in Guovdageaidnu for Western Finnmark. In Finnmark there are altogether 58 small trade units which are accepted for teaching apprentices, and in the period 1994-98, 27 have earned a craft certificate. In other counties the numbers are much lower. Most of the people who have taken the certificate are adults and most of them have taken it without attending the duodji education in school. The educational offices have severe economical problems, even though they have got some support from the Sami Parliament. The master craftsmen (duojár) are usually in a poor economic situation and often cannot afford to pay apprentices the salary they should receive according to laws and appointments.

3.2.10. Colleges and universities

The Sami College

The Sami College (Sámi Allaskuvla / Samisk høgskole) was established in Guovdageaidnu in 1989, mainly to educate teachers of primary schools and kindergartens. In addition, they have arranged a lot of studies of ½ to 1 year duration in Sami handicraft (duodji) and in Sami language on all levels, from elementary to medium level of University. About 10 elementary courses in Sami language are arranged. A study competence course (semesteremne) is arranged every year. Four times courses have been offered for interpreters. Sami language courses have also been arranged by the college in other places in Finnmark and Troms.

A considerable part of the studies have been part time, in general at half study speed, mainly in educational subjects as part of further education for teachers such as: bilingual pedagogics, multicultural pedagogics, special pedagogics and adult pedagogics. Since 1999, they

offer joik[52], drama and storytelling. Several studies are arranged in cooperation with Finnmark College in Alta or the University of Tromsø.

The language of instruction is mainly Sami in the teacher studies and Norwegian in most of the succeeding pedagogical studies.

In 1996/97, the Sami College arranged the study 'Adult pedagogics in a multicultural environment'. This was based on the plan of adult pedagogics accepted by the Norwegian Ministry of Education but adapted to Sami and multicultural conditions, and also adapted to be accepted in Finland. It was meant for teachers and consultants organizing adult education, for instance in labour offices. There were 8 students, all of them Sami speaking. The teachers from the College and the sensors were Sami speaking but there were some Norwegian/Swedish speaking guest lecturers. When the teaching was in Norwegian/Swedish, time was made for talking about the subjects in Sami and explaining terminology. There is written a report about this course.[53]

Finnmark College

After the establishment of the Sami College, the Finnmark College (Finnmárkku allaskuvla / Høgskolen i Finnmark) has taken no more responsibility for Sami affairs. They no longer offer Sami language as a subject and there is very little Sami content in their studies. The word "Sami" does not even exist in their study catalogue for 1999-2000. The only study which might hint to some Sami content is 'Multicultural Understanding'.

The College's view is that they do not want to have any Sami studies as they do not want to compete with the Sami College. But especially Norwegian speaking Samis complain that they do not have access to any College studies with Sami content as long as they do not master the Sami language well enough to follow the education at the Sami College.

---

[52] Joik or yoik is the traditional Sami way of singing

[53] Aimo Aikio: Rávesolbmuid pedagogihkka má'ggakultuvrasaš birrasis. Sámi Allaskuvla 1997

Tromsø College

In 1990, Tromsø College (Høgskolen i Tromsø) has offered a 35 hours' course in Sami subjects for teachers of secondary schools:

- Sami and other ethnic music.
- Sami shape and colour
- Sami art and cultural history

In 1998, they had a 3-days course for language teachers of Sami and English. In the year 1999-2000 they plan a course for primary school teachers in the Sami subjects mentioned in the national curriculum.

Bodø College

Bodø College (Høgskolen i Bodø) has three studies with Sami content which are offered alternately:

- Lule Sami language (½ year study): Approximately 30 students have passed this course. It is desirable to offer the second ½ year study. However, more research and development must be carried out first.
- Duodji (½+½ year)
- Social sciences, emphasizing Sami culture and history (½ year)

All these studies are offered at the Sami centre Árran in Tysfjord. Bodø College in now offering education for teachers in Steigen which means that Lule Sami youth do not need to go far from home to get education as teachers. This may be combined with Lule Sami studies at Árran.

Bodø College cooperates with Árran in Tysfjord, Hamarøy secondary school and the Sami College. They are planning to cooperate with the universities in Luleå and Umeå (Sweden). They have also arranged courses in the Lule Sami area to give students study competence for education as teachers.

Nesna College

Nesna College (Høgskolen i Nesna) has recently completed the second part of a language course in South Sami (1 year study) in Hattfjelldal. 10 students passed this course. It is the first time in Norway that education in South Sami was provided on such a high level.

Nord-Trøndelag College

Nord-Trøndelag College (Høgskolen i Nord-Trøndelag) in Levanger has arranged courses in South Sami language for adults on secondary school level, in cooperation with Røros ressurs (Resource centre connected to secondary school). They have provided the first part of South Sami grunnfag (first year of University level) and they will also provide the second part of it.

University of Tromsø

Since it was established in 1972, the University of Tromsø has especially been responsible for education in Sami language and about Sami affairs. There has been a lot of disagreement on the position of Sami studies and Sami content in general studies at the university. There is more or less Sami content in some subjects like social anthropology and history.

There are ordinary studies in Sami language from "semesteremne" (1 year) up to "hovudfag" (altogether 3 years or more)). Many times demands have been made for a beginners course in Sami language so that studentts without Sami language knowledge would also have a chance to start learning. Such courses have been provided only twice, then the University refused to continue, arguing that it is not a task of the University to offer studies at elementary level.

A Centre for Sami Studies was established in 1990. It is an interdisciplinary centre which tries to coordinate and promote Sami studies and Sami content in different studies and they arrange their own courses and seminars about Sami affairs and indigenous affairs. The Centre also organizes an exchange of Sami and indigenous research with other research and higher education institutions in Norway and abroad.

The University has a competence centre for teachers' education and continued education, UNIKOM. They arrange continued and further education courses in cooperation with the different faculties and institutes of the university. The following studies arranged by UNIKOM have a specific Sami content:

- Sami rights ¼ year
- Sami culture ½ year
- Sami language, 1 year

In 1996, UNIKOM, in cooperation with other educational institutions, developed a plan for decentralized studies in Sami language and culture on university level. The studies should be organized by means of telecommunications (video conference). The plan included North Sami up to 1½ year, South and Lule Sami ½ year and Sami cultural knowledge ½ year. The plan has only partly been implemented but at least UNIKOM has started decentralized education in two places in Finnmark (Porsanger, Tana). The students meet simultaneously in the two places but the teacher is only in one of them. The other students are connected by video conference.

3.2.11. Sami Folk High School

The Sami Folk High School (Sámi Álbmotallaskuvla/Den Samiske Folkehøgskole) was established in 1936 by the private Christian organization "Norsk Finnemisjonsselskap", later called "Norsk Samemisjon", which is still the owner of the school. This organization is dominated by non-Samis but today the leaders and most teachers of the school are Sami. Previously, most students were teenagers but in the last few years the majority of the students was older than 20 years of age. Today the school may therefore be regarded as an institution providing adult education.

During the last few years, the school has had many foreign students, and groups of Russian Samis have been taught North Sami and Norwegian. The school is based on Christian values but Christian teaching seems to play a smaller role in the school than before.

The school is based on:

"Sami breeding, inspiration to gain own experiences; valuing Sami knowledge; real competence among the Sami; subjects and work according to the seasons; oral mediating while doing practical work together; use of the Sami language."[54]

The school does not have fixed lines of study. The students may choose among subjects with which they work for a couple of months. Among the subjects are duodji, media, Sami language, Russian language, building of river boats and sledges.

In addition to one-year courses there are short courses lasting 3-11 days in subjects like: sewing of traditional Sami costumes and caps, weaving of bands, making of knives and wooden boxes.

3.2.12. Study associations

VOFO - The Norwegian Association for Adult Education

The Norwegian Association for Adult Education (Voksenopplæringsforbundet) is a common organization of 22 accepted study associations (NGOs) in Norway. In addition, 14 organizations and institutions are consultative members. Altogether the study associations had more than 60.000 courses with more than 700.000 participants in 1997.

Among the member organizations there are two Sami organizations: SOL - Sámi Oahppoplávdegoddi (Sami Study Committee) and SLF (Sami Country Association). Some years ago, the rules for study associations were changed, to the effect that they had to be organized on an all-Norwegian level and had to have a certain amount of lessons a year in order to be accepted. However, exceptions were made for Sami study associations.

VOFO takes part in international cooperation through UNESCO, Nordens folkliga akademi, the European Association for the Education of Adults (EAEA) and the International Council for Adult Education (ICAE).

---

[54] Quotation from information brochure edited by the school, 1998

Earlier, the Norwegian government provided considerable financial support for study work through voluntary organizations. However, over a long period of time this support has gradually been reduced and currently it covers only around 20% of the expenses of the study associations. These reductions in financial support have resulted in reduced activity within many of the study organizations. VOFO has regional branches in the counties lobbying for support from counties and municipalities for study work.

SOL - Sami Study Committee

The Sami Study Committee (Sámi oahppolávdegoddi / Samisk studieutvalg) is the study organization of the NSR (Norwegian Sami Association) and is working where NSR has local groups (about 25 places). Its purpose is to strengthen Sami language and culture, and the Sami population is the primary target group.

SOL mainly arranges courses in Sami handicraft (duodji), Sami language and other Sami related subjects but also in some other subjects. Some of the language courses have taken place at university level, in cooperation with the Sami College and the University of Tromsø. Recently, they have tried to offer a theory course for craft certificate for child and youth workers. However, it has turned out to be very difficult to get funding for it because of the unclear situation with regard to the responsibility in funding adult education.

SOL has, among others, arranged courses for youth in traditional Sami use of nature: catching birds with strings, different kinds of hunting and fishing, building of turf huts and traditional river boats. Other course providers usually do not care much about such Sami knowledge. This shows that it is important to have a Sami study association.

In 1997, SOL had 185 courses with 863 participants. More than 2/3 were women. More than half of the courses were held in Guovdageaidnu municipality. SOL's secretariat is in Guovdageaidnu and there is only one employee. In connection with the adult education project which the Sami Institute carried out in South Sami area in the 1980s, there was a wish to establish a local office of SOL in this area. So far, however, they have not been able to afford a local office.

Other study associations

Two of the national study associations, AOF[55] and Folkeuniversitetet[56] have arranged courses in Sami language both in Troms and Finnmark. There have been both elementary courses and courses for study competence in Sami language (admission to Sami College and university studies in Sami language).

FB - People's Correspondence School

In 1983, FB[57] (Folkets Brevskole) set up an elementary course in the North Sami language (Davvin, 4 books + cassettes) and in 1985, a reading and writing course in North Sami (Sámás, 3 books + cassettes) was provided.

3.2.13. Sami trade organizations

NBR - Norwegian Reindeer Samis' Association

The Norwegian Reindeer Samis' Association (NBR - Norgga boazosápmela'aid riikasearvi / NRL - Norske Reindriftssamers Landsforbund) is an organization of reindeer husbandry Samis. NBR has arranged many courses for their members, most of them financed by the Development Fund of Reindeer Husbandry (Reindriftens Utviklingsfond). Among these may be mentioned:

- Reindeer slaughtering and use of side products from reindeers
- Sami rights
- The reindeer husbandry appointment

---

[55] Arbeidernes Opplysningsforbund (Workers enlightment association) is a study organization founded by the Labour Party and the trade unions.

[56] Studieforbundet Folkeuniversitetet (Peoples University) was formerly called Friundervisningen (Free education) but had to abandon this name, as the government no longer made it possible to offer free education. Now all study organizations have to take quite high fees from participants.

[57] Folkets Brevskole (Peoples Letter School) is an all-Norway study organization mainly providing distance education.

Sámiid Duodji

There is an organization of craftsmen, Sámiid Duodji which, among other tasks, works for the promotion of duodji education. They have established a Duodji Institute, giving professional advice and developing competence. The Sami College, the Sami secondary School and the Sami Institute also take part in the Duodji Institute.

3.3. Sweden

In Sweden some of the adult education courses are specifically designed for Samis. This is not the case either in Finland or in Norway but it has been discussed in all three countries.

3.3.1. State education administration

The state education in Sweden is administered by the Ministry of Education (Utbildningsdepartementet) and the National Agency for Education (Skolverket) which, in addition to their main office in Stockholm, has 11 satellite offices around the country.

Our questionnaire was answered by the Ministry of Education as follows:

> When examining the questionnaire closely, it looks like the Ministry of Education does not belong to the target group of the survey. Certainly we are anyway involved in all education in Sweden but we do not run any projects of our own, especially concerning adult education for Samis. Adult education especially directed towards Samis is first and foremost the responsibility of the Samernas folkhögskola. The folk high school gets a funding from the state of about 5,6 mill kr/year. For further information, contact this institution, with address:....

There is no evidence to show that the National Agency for Education has engaged itself in adult education for Sami or in any Sami topics. The 1998 annual report from the Agency makes no reference whatsoever to Sami education let alone adult education for Sami.

3.3.2. The Sami School Board

The Sami school board (Sámeskuvlastivra/Sameskolstyrelsen) was established in 1980, and nominations for representatives are made through the Sami Parliament. The general office is in

Jokkmokk and there are 6 employees. The Sami school board is the overall authority for the 6 Sami schools and works as well with the local authorities (municipalities) concerning integration of Samis in ordinary primary schools. The board also publishes text books and advises other authorities in questions concerning Sami educational affairs.

3.3.3. Sami Parliament

The Sami Parliament in Sweden (Sámediggi/Sametinget) does not have its own department to deal with educational questions. The Parliament's most important role in relation to education is to put forward political statements. The Parliament is not satisfied with the present funding arrangements which do not secure the economic situation of the adult Sami population in order to enable them to learn their own language. The Sami Parliament sees this as a breach of human rights.[58] The Sami Parliament itself has taken the initiative for and partly financed the ALFA project for Sami language education. (see 3.3.6).

The Sami Parliament has taken part in the public report about minority languages but their opinion is that the recommendations in the report will not sufficiently secure the right to information in minority languages and the right to adult education.

3.3.4. Labour Market Administration

The employment office (AMS- Arbetmarknadsstyrelsen) has, among other things, arranged courses in reindeer herding and Sami handicraft. The handicraft course has also been open to non-Sami people which has led to some criticism from the Sami side.

3.3.5 Counties and municipalities

In cooperation with "Kunnskapslyftet" ("The knowledge jump") quite a lot of courses in Sami, at lower level, have been organized. Komvux and the Sami Educational Centre have also been involved in this. (For "Kunnskapslyftet" and "Komvux see also page 22).

---

[58] Letter from Sámediggi, by Elli Sivi Näkkäläjärvi Utsi 21.04.99.

The Union of Municipalities in Lappland (Lapplands kommunalförbund) arranges distance learning in conjunction with universities and colleges, for example in Sami language.

3.3.6 Sami Education Centre

The Sami Education Centre (Samij hpadusguovdasj - Samernas utbildningscentrum) is situated in Jokkmokk in the Lule Sami area and is one of the most important institutions for both secondary and adult education for Sami people in Sweden. Many of the pupils who have attended this centre come from Norway and Finland.

The school began as a folk high school in 1942, and was run by a Swedish missionary group until 1972. It was then taken over by a foundation consisting of two Sami organizations and the Jokkmokk municipality. In 1973, the Ministry of Education ruled that the school should be " a centre for Sami culture and a centre for multicultural work/activities". The school widened its activities into new fields and on 1 January 1999 it changed its name to Sami Education Centre.

The language situation at the school is quite complex. This is due to the fact that three different dialect areas have to be covered: North, Lule and South Sami. In addition, there are also Samis who only speak Swedish. Swedish is in fact the only common language and is therefore dominant both as the medium for teaching and in the day to day running of the school. Out of the Sami languages used, North Sami is the one most commonly used despite the fact that Jokkmokk is in a Lule Sami area and that the official name of the school is also written in this dialect. In principle, the school offers teaching in all three dialects both at elementary level and as a mother tongue but in reality there are seldom sufficient applications to run all these simultaneously.

The school offers different types of courses:

Ordinary education:

- 1-2 years in traditional handicraft
- 1 year in ecology with emphasis on nature at Nordkalotten and Sami nature disposition

- Sami media studies

Distance Learning:

- Sami business establishment course, Reindeer herding, handicraft (wood, horn, skin/textiles)
- Sami language and culture: North, Lule and South Sami.

Short-term courses

The school has for many years arranged a good deal of short-term courses in the whole of the Swedish Sami area. The school takes an active part in "Kunskapslyftet" and is now awaiting new tasks in connection with the government's report on minority languages. They are now working towards changing the rules for "Kunskapslyftet" so that all Sami people who do not possess secondary school competence in Sami language can participate despite the fact that they may not belong to the normal target group - i.e. unemployed people - for "Kunskapslyftet". In 1997, the centre has run the ALFA-project in cooperation with the Sami Parliament, offering basic skills in reading and writing of the Sami language.

Since 1999, Bokenskolan, the secondary school in Jokkmokk, in conjunction with the centre, offers a Sami programme with Sami language and culture within the three year course for commerce and community studies. It will be possible to choose Sami handicraft and reindeer herding amongst other subjects.

In 1998, the school has established an information and communication network called SameNet (www.same.net). By 15 March 1999 it had 1288 users: Sami organizations, institutions, reindeer husbandry villages and private people. There are discussion groups and links to information about Sami questions to be found on the website. SameNet will be used for distance learning which is one of the most important areas for the Sami Education Centre. The IT projects are carried out in collaboration with Jokkmokk municipality, the State School for Adults in HŠrnšsand, IT Norrbotten and the Swedish Sami National Union.

The school takes an active part in developing learning aids for Sami language and other Sami topics. One of the learning aids they are now developing is "Sámásta", a course in Lule

Sami language. It is a co-operation project with the Sami Centre Árran in Tysfjord (Norway), the Sami School Board and the "Education Radio" (Utbildningsradion). The Nordic Davvin books are being translated into Lule-Sami/Norwegian and Lule-Sami/Swedish. In addition, there will be radio programmes and internet pages.

The Sami Education Centre is also cooperating with the Sami College in Guovdageaidnu in the field of education for teachers of Sami handicraft (duodji) (1999 - 2000) and on plans for a theatre education.

3.3.7. Colleges and Universities

Luleå Technical University

In cooperation with the Lappland Union of Municipalities, the Luleå Technical University is arranging distance learning packages:

- Lule-Sami and North Sami language, at quarter speed, one half-year unit in 1999 - 2001, with study meetings in Jokkmokk.
- Culture of Nordbotten, at half speed, with study meetings in Kiruna, GŠllivare, Jokkmokk and Pajala.

Umeå university

Umeå is the major university for Sami language in Sweden. Education is provided in North, Lule- and South Sami, and in Sami culture and history. In cooperation with the Lappland Union of Municipalities distance learning is provided including subjects such as cultural landscape, history and future, at half speed, with study meetings in Pajala.

Uppsala university

The Finno-Ugric institution at the University of Uppsala arranges general education in North Sami on different levels.

Agricultural university

In 1999, the Agricultural University of Sweden (Sveriges lantbruksuniversitet - SLU) arranged a 5-week course on "The reindeer - in interaction with people and the environment". The course was intended for persons who already had at least one year education in biology at a university/college level. Such a course would probably be of more interest for non-Sami professionals.

3.3.8. Study associations

The Peoples' Study Council

The Peoples' Study Council (FolkbildningsrŒdet) is an umbrella organization for The Peoples' Study Union (Folkbildningsfšrbundet) and the folk high schools. The Peoples' Study Union is a union for 11 nationwide study associations with 270 member organizations and 900 local units of study organizations. These have altogether about 350.000 study circles, 3 million participants and 160.000 cultural arrangements with 15 million participants or visitors.

There is no Sami study association in Sweden. Attempts to establish such organizations have been unsuccessful because of the opposition of the Peoples' Study Union and the education authorities. In 1983, two Swedish Sami organizations together with the Sami Folk high school applied for the establishment of a study union. To achieve this one would have to be exempted from the requirement of providing 50.000 study hours per annum. The application was rejected by the Ministry of Education based on the following argument: "The leaders of the Peoples' Study Union have at their visit to the Ministry of Education pointed out that the [present] study unions can offer such conditions for the cooperation, and that Sami study-circle activities can be achieved within the frame of the present study unions' activities, with the conservation of their distinctive characters."

In comparison, Norway has granted such an exemption to Sami organizations through the Law on Adult Education (see page 52).

The Sami experiences from the study unions have, however, not always been positive. There are few indications of concern from the study unions to offer courses in Sami topics. They have little knowledge of Sami conditions and situations, and if they offer any courses, they are

usually directed at the majority society, and not to the needs of the Sami people. There have been some conflicts between the Sami organizations and the study unions because the latter have offered courses in Sami handicraft (duodji) for the general public. The reactions have been especially strong in southern Sami areas. Samis have feared that if everybody could start using duodji patterns and techniques, it would trivialize and destroy the Sami culture as well as deprive the Sami people from the income from Sami handicrafts.

Several study organizations have arranged North Sami beginners' courses (Davvin-courses), among them the School for Adults (Vuxenskolan) and the Workers' Enlightment Union (Arbeternas bildningsförbund - ABF).

3.3.9. Same Eatnam

This is a Sami organization mainly for Samis who are not reindeer herders, and with a concentration on Sami handicraft (duodji). For several years, the organization had its own duodji consultant and has organized a lot of courses in duodji.

3.4. Finland

On Finland we have little information, as we have received only one answer. This information is therefore mainly built on a visit to the Sami Education Centre in Anár/ Inari and information by the consultant for Sami education in the Lappland county administration.

As mentioned in chapter 2.4. we mentioned that it is possible to take a craft certificate and a higher craft certificate in many vocations. This also applies to Sami handicraft (duodji). Finland is the only country where it is possible to get a master certificate in duodji. It has now also become possible to take the public language exam in the Sami language, and at three different levels.[59]

---

[59] Information about craft certificates and language exams can be found in the adult education catalogue Aikuiskoulutusopas 1999, edited by Opetushallitus, Helsinki.

3.4.1. State education administration

Responsible for all adult education and other education in Finland is Opitushallitus / Utbildningsstyrelsen which is under the Ministry of Education (Opitusministeriö/ Utbildningsdepartementet). When asked about adult education for Samis they refer to their catalogue of courses and the local schools and institutions in the Sami area.

3.4.2. Sami Parliament

Since 1996, the Sami Parliament (Sámediggi/Saamelaiskäräjät) has an office for education and schoolbooks (Sámedikki skuvlen- ja oahppamateriáladoaimmahat). It is part of the administration of the Sami Parliament in Anár / Inari, with 4 employees. They mainly work on the production of schoolbooks. For this work they get a very small amount of money from the state, and they have to give priority to primary school. For secondary school there are only a few schoolbooks available, and for adult education only the common Nordic books for learning North Sami: Davvin (beginners) and Sámás (writing).

Until now, the Sami Parliament has not played any role with regard to adult education. They have now proposed a programme concerning the EU-target 1-area for the years 2000-2006. This programme includes some plans for adult education. The plan has not yet been accepted by the EU. This is the first programme initiated by the Finnish Sami Parliament in the field of adult education.

3.4.3. Lappland county

Most of the Sami population in Finland live in the northernmost county, Lapin lääni / Sámi leana. The county administration has a consultant for Sami education, situated in Anár /Inari, where he cooperates closely with the Sami Parliament's office for education.

3.4.4. Municipalities

In most municipalities in Finland there are institutions for adult education called Citizens' Institute (Kansalaisopisto - Medborgarinstitut). Such institutes also exist in the Sami municipa-

lities but they have little specific Sami education, and the education is usually in the Finnish language. Some of them have arranged Sami language courses (Davvin). In Ohcejohka /Utsjoki there have been courses in Sami handicrafts.

3.4.5. SOG - Sami Education Centre

The most important educational institution in Finland, both on secondary level and for adults, is the Sami Education Centre (Sámi oahpahusguovddáš - SOG, Saamelaisalueen koulutuskeskus - SAKK). SOG is state owned and its board is appointed by the county administrations. It was founded in 1993, when three institutions were merged: Sami Vocational Education Centre (Sámi fitnooahppolágádus / Saamelaisalueen ammatillinen kurssikeskus) , Ivalo Home Care Learning Centre (Avvila ruovttudoalluoahppolágádus / Ivalon kotitalousoppilaitos), and Inari Christian Folk High School (Anára oahpahat = Inarin kristillinen kansanopisto).

The administration of SOG is in Anár, where there are 2 campuses in the central village and additional ones in the villages Avvil/Ivalo and Gámas/Kaamanen. SOG has also employed people who arrange courses in the Ohcejoga/Utsjoki and Enodat/Enonteki municipalities. Shorter courses are arranged all over the area in Finland with Sami population. SOG is financed by several sources: state, county and Labour Office. So far the economic situation of the school has been quite good.

SOG has the following departments and courses:

- vocational department : duodji, carpentry , stone and decoration crafts, health and social studies, hotel and food catering, economy and trade;
- Sami language and culture department
- nature and forestry department: reindeer husbandry, nature studies, tourism
- adult education courses

SOG develops its own courses according to requests from the public. In 1998, 87 courses were organized. Some examples of courses: North-, Anár- and East Sami language on several levels, computer studies, various handicrafts, reindeer husbandry, processing and marketing of

reindeer meat, tourism. Some of the courses are arranged in cooperation with the Employment Office.

Most of the education is at secondary level but they also arrange some courses at higher level, in cooperation with universities. The following courses have been provided at university level:

- Tourism (University of Lappland / Lapin yliopisto)

- Folklore (University of Tampere)

- Sami language (University of Oulu)

SOG cooperates with Sami schools in Russia, Norway and Sweden. Every year there are exchange programmes for pupils with institutions in Norway. SOG is cooperating with the Russian agricultural school PU26, situated in Kovdor with a branch in the Russian Sami Centre Lujávri / Lovozero. Plans are made for a common school on the Russian side where reindeer husbandry, duodji and languages will be taught among other subjects.

In the department of Sami language and culture, the language of instruction is (North) Sami. Almost all the pupils are Sami but others who have sufficient abilities in Sami language can also take part. In other departments education is in Finnish. Among the pupils there are Sami speaking Samis, Finnish speaking Samis, Finnish people and even some people from other countries, like Estonia and Russia. Many teachers do not speak Sami and also in the administration there are people who do not speak Sami. No courses are reserved for Samis. In the board of the school this has been discussed and some wish to reserve some courses only for Samis.

4. Needs and Target Groups of Adult Education

This survey alone is not exhaustive enough to allow any clear conclusions to be made on the needs and target groups of adult education with a view to a possible future plan for adult education for Samis. Therefore, this survey can only be understood as a first base for discussion. Decisions must be based both on further research and on a democratic process in the Sami

society, in which the people who need and want education are heard, and with the Sami Parliaments acting as the decision-making bodies.

We also stress that this chapter is mainly built on an evaluation of the conditions in Norway. Probably much of this is also valid for the other countries but at this stage we have not enough information to draw any conclusions here.

4.1. Needs

No survey has ever been made on the needs of adult education for Samis. However, we can conclude that the needs are huge. We will mention a few of the important areas:

4.1.1. Language

As a result of the politics of Norwegianization over many years, there is only a minority of people with a Sami background who can speak the Sami language today. Among the Sami language speakers the great majority of adults are illiterates in their own language; they can barely read the Sami language and not write in it. There are far too few people with higher education in Sami language to meet the requirements for teachers, course leaders, language consultants, interpreters and translators.

In addition, many people need better mastering of Norwegian and English to function adequately in the modern society which they also are a part of. There is also a need of Sami speakers who have skills in other languages, especially Finnish (for Norway and Sweden), Russian and Spanish.

4.1.2. Culture

The transmission of Sami culture from one generation to another has in many areas almost ceased. Most adult Samis have received their education in a school which has rejected the Sami culture and as a result they have gained poor knowledge of this culture. In order to transfer and further develop the culture it might be necessary to create special educational programmes which stress and strengthen Sami cultural knowledge in areas like:

- cultural sides of reindeer husbandry, agriculture, fisheries and use of nature
- duodji
- habits and customs, popular belief and popular medicine
- music, art, literature
- Sami cultural history, population history and political history

In 1999, a curriculum in Sami cultural knowledge has been developed and authorized for secondary school. This might also be used as a base for adult education but it is important that this education will be provided in a practical manner and not just as pure theory.

4.1.3. Vocational education

In Sami areas, relatively few people have a full education (craft or master certificate) in vocational craftsmanship like carpentry, mechanics, hairdressing, plumbing, cooking, as electricians and so on. That is one of the reasons why only few independent trades in these branches are to be found in Sami areas. Therefore, more AMO-courses in the main professions should be offered and arrangements should be made so that more craftsmen and workers can take a craft certificate.

4.1.4. Computer technology

There have been some courses in basic computer work and there will surely be a need to continue with these courses. At the same time, there is a great lack of Sami speaking and writing people with higher competence within the field of computer technology. Solving the problems of using Sami languages in computer technology should neither be left to people who do not know the language, nor to people who do not master computer technology. Building up competence here could also be a basis for new work places.

4.1.5. Higher education

In most professions which require education from university and college, a great part of the employees in Sami areas come from outside, and they are often lacking sufficient knowledge of Sami language and culture. The establishment of the Sami College has only to a very limited extent managed to improve this situation because, among other reasons, the college has a very limited number of studies. For many years, there has been a deficit of higher education among Samis. The youth who apply for higher education are not able to fill the gap completely. Therefore, the need for study competence courses for adults will remain in the future.

4.2. Target groups

4.2.1. Gender and education

In the Sami society women traditionally have had a relatively strong and independent position. The fact that the first Samis who received any education were all boys is probably due to the general attitudes in society at that time. Women did not learn to read and write in Sami and hardly in any other language. Not until after 1970 have there been female authors writing in Sami language.[60] With the modernization of agriculture, reindeer husbandry and fisheries and the loss of livelihoods combining these primary industries, women were to a greater extent pushed out of the primary industries. The politics of the state also contributed to this development by not accepting women as independent professionals in reindeer husbandry and agriculture. As a result, women had to a great extent search for work outside of the primary industries, while the younger girls searched for higher education. The boys, however, tried to cling to the primary industries as long as possible, or they were staying at home without any professional education and without permanent work. This was especially the situation in Kárášjohka, where the secondary school only had "girls' education": gymnasium line, trade, office, health and social care. These classes were entirely dominated by girls.

While the problem in many places around the world has been that girls do not get enough education, in great parts of the Sami areas it has rather been the opposite. Over the last few years,

---

[60] Hirvonen: Sámeeatnama jienat 1999

several attempts have been made to motivate boys to take up secondary education. In Kárášjohka, which earlier did not have any typical "boys' lines", they have started lines of building and mechanics. In Guovdageaidnu, unemployed youth, mainly from reindeer husbandry families, have been contacted to motivate them to go to schools. This was only partly successful because the secondary schools did not manage to create an offer of courses which were appropriate to the youth' situation of life and if they did manage, the courses could often not be implemented because of rigid rules or lack of money .

In most of the adult education courses the majority of the participants are women. In both, the courses of the Sami secondary school in Guovdageaidnu and those of the Sami study organization SOL, 2/3 or more of the participants have been women. Women are, however, clearly under represented in some areas such as in the highest levels of universities and among people who establish their own companies. In vocational subjects, there is a sharp division between professions chosen by men and those chosen by women. Here the situation is approximately the same in the Sami areas as in the rest of Norway.

Establishers' courses for women have been arranged but not especially for Sami areas. There are now plans of developing special courses for women in the readjusting municipalities, in cooperation between SUFUR and the Sami women organization Sáráhkká.

4.2.2. Short time educated

An important target group of adult education are the people who have attended school less than 9 years or who have completed 9 years without acquiring enough knowledge to start secondary education. This group has the largest need of adult education but they seldom take the initiative themselves to get further education. They are often afraid of starting school because they fear that they will not manage it. Adult education courses are seldom adjusted to meet the needs of this target group. Often the courses are taught by teachers who have little background in order to understand the situation of the participants and therefore teach them on their own premises. Many of these teachers do not speak the Sami language. They do not know the Sami culture and way of thinking very well and very few of them have an education in adult pedagogics.

The shortest education have the elders who, because of the Second World War and the long time of reconstruction, got no or almost no education. Many of them are illiterate both in Sami and Norwegian. For many years they have been fighting for education and compensation for lost education but all they got are short alphabetization courses. The Norwegian State has rejected all their demands and applications for compensation.

4.2.3. Reindeer husbandry

Samis practising reindeer husbandry are among those in Norway with the lowest formal education. Education programmes connected to the readjustment programme, however, do not apply to them because they could only get access to education by leaving reindeer husbandry completely. As far as adult education for the Samis still active in reindeer husbandry is concerned, the authorities have referred to the Reindeer husbandry agreement. However, this agreement does not offer much to them in terms of adult education.

There is a need for general education but also education which relates to the complicated rules reindeer herders have to follow in reindeer husbandry which has become a modern and very regulated trade today. Adult education for reindeer herders must be adapted to the seasons of the husbandry. For instance, there could be a concentration of courses in the winter. There is also a need for courses teaching about reindeer husbandry for people in administration, politicians and others who take part in decisions concerning reindeer husbandry.

Also other people employed in primary industries and small trades fall outside of the funding arrangements for adult education. These people cannot afford to pay themselves for education. An important step would be a provision for paid leave when employees are studying. In the new competence reform it is intended to cover this group but the funding is not yet secured.

4.3. Availability

Officially Samis in Norway have the same rights to adult education and other education as other Norwegian citizens. However, whether this right can really be enjoyed by Sami people depends

upon where the courses are arranged, in which language, and if Sami culture and local conditions are taken into account when courses are planned and carried out.

It is a great problem for those seeking education that the adult education system in Norway is so fragmented and difficult to comprehend. "The customers" do not know "the suppliers", i.e. the institutions offering education, and often they both are lacking the necessary linguistic and cultural abilities to communicate with one another.

A large number of courses have been carried out within or close to Sami areas. However, so far adult education has mainly been based on the national Norwegian conditions. Sami people have not had the same opportunities and therefore did not benefit from the right to adult education in the same way as the Norwegian majority population.

5. Organizing and Responsibility

5.1. Norway

There are many different institutions engaged in adult education in Norway and the areas of responsibility are not clearly defined. Responsibility very much depends on the initiatives of each institution. Therefore, no programme exists which analyses adult education needs within any area and develops plans according to that analysis. At least this is the situation for adult education for Samis, in Sami areas and in Sami subjects. Central authorities do not seem to recognize the special conditions related to adult education for Samis, both regarding the need for adult education and the necessity to adapt this education to Sami language and culture. In the Ministry of Education it seems that there is limited competence and interest in this field.

The Sami institutions which should be responsible in this field, like the Sami Parliament, the Sami Educational Council and the Sami Institute, have so far concentrated mainly on kindergarten, primary school and college education. They have very much neglected secondary school and especially adult education. None of these institutions have employees with Sami adult education as a main field of activity. The only ones who might be engaged in Sami adult education full-time are the course inspectors at the Sami secondary schools, the adult education coordinators in 4 Sami municipalities (1/2 post in each municipality) and partly the workers at

the Sami language centres. But none of them have the authority or capacity to do any research or superior planning in this field.

An increasing problem is the privatization of adult education. The counties have very much withdrawn from the responsibility and left it to local resource centres which have to find their own funding to be able to arrange courses. In those parts of the country with big industries and companies, the industries and companies may pay for courses. However, in Sami areas the trades are usually small and relatively poor and there are many self-employed people. They cannot afford to pay for their education. Therefore the resource centres here are only able to arrange courses paid by public institutions. The public institutions mainly take care of their own employees and unemployed people, and the self-employed and the employees in the private sector are left out.

5.2. Sweden

Sweden, as opposed to Norway, has a clear main actor in the field of adult education for Samis: the Sami Educational Centre (Samarnas Utbildningscentrum). This may be an advantage but the question is if this responsibility is not more than the school can manage, from an economical, organizational and geographical point of view. It may also be the case that other institutions which should have adult education for Samis as a naturally integrated part of their work, try to get rid of their responsibility and just hand it over to Samarnas Utbildningscentrum. It seems that this might be the case both regarding central and local institutions.

It seems like none of the central institutions, like the Ministry of Education or the National School Board, are at all concerned about this problem neither does it seem that there is much initiative on the side of the Sami Parliament.

5.3. Finland

Finland has, like Sweden, one main actor of Sami adult education. It seems like the Sami Education Centre meets this task quite well. They have a quite decentralized organization, and both the Sami population and the actual geographical area is smaller than in the two other countries. On the other hand, there are also other educational institutions and organizations

working in Sami areas but Sami language and culture are not a central part of their work. There is also, like in the two other countries, a lack of a political strategy for Sami adult education from both the Sami Parliament and the national and regional authorities.

5.4. All-Sami

It will be many years until an all-Sami initiative concerning adult education will become a reality. We hope that this report may contribute to the promotion of adult education for Sami people and that all-Sami organs such as the Sami Council and the Sami Institute will put adult education on top of their agenda again.

6. SUMMARY

This survey was done by the Nordic Sami Institute as part of the UNESCO Institute for Education's (UIE) international survey on adult education for indigenous peoples. The questionnaire from UIE was sent to a lot of institutions in Norway, Sweden, Finland and Russia. Some institutions were contacted by telephone and a few were visited. As the resources for this work have been limited and the rate or answers has been quite low, we have been forced to give priority to Norway and omit Russia.

The Sami people are indigenous in northern Norway, Sweden, Finland and the Kola Peninsula in Russia. The population is between 50.000 and 100.000, and they live to a great extent mixed with the majority populations. Only in a few municipalities in Norway and in one municipality in Finland the Sami are still the majority. The Sami language is Finno-Ugrian language, it has 10 main dialects which are not all mutually understandable. Because of an assimilationist policy of all the four states, a great part of the Sami population no longer speaks a sami language.

Norway, Sweden and Finland have a quite simple school system where it is clear which level of administration is responsible for each level of school. This does not, however, refer to adult education. For adult education the responsibility is rather fragmented. Especially in Norway there are a lot of actors engaged in adult education, and many provisions depend on a cooperation between several institutions.

Because of a policy of assimilation over a long time, the adult Sami population has not received an education built on their own language and culture. The assimilationist policy is now officially abolished, but the effects will remain for a long time, and account for a great need of adult education specifically designed and organized for Samis.

At least half of the Sami population do not speak Sami, and most of the Sami speakers do not write their language. The population of the Sami areas has in general a lower educational level than the country average, especially among the elder people. Unemployment is also higher in many Sami areas. As the educational level in the Sami areas has been relatively low, jobs which require higher education have often been filled by people who come from outside and have limited knowledge of the Sami language and culture.

Adult education for Samis should have several aims:

- to give a professional education to qualify for jobs and reduce unemployment
- to provide people in different jobs and professions with improved qualifications and update for their work
- to maintain and revitalize Sami language and culture

These aims should not be seen isolated from each other. Also the education in professions and other subjects should be built on Sami language and culture.

Conventions and resolutions of international organizations such as ILO and UNESCO pledge that Samis and other indigenous peoples have the right to an adult education based on their own language and culture. In spite of this, the educational authorities in the countries where the Sami live have no policy for a Sami adult education. Institutions which want to offer and organize adult education for Samis and with a Sami content often have to struggle with bad economy and a set of strict rules forcing them to follow the national curricula. As a result, a great part of the adult education which is offered to Samis is built on the languages and cultures of the majority society. The teaching is in general in the majority language and teachers often have restricted knowledge of Sami conditions. Special adult education programmes have been introduced to lead Samis from reindeer herding into other professions. But no programme has been introduced to strengthen the traditional Sami livelihoods.

The Samis in Norway, Sweden and Finland have a Sami Parliament in each country. In addition, there are a lot of independent Sami organizations (NGOs). The main Sami organizations from a Sami Council which represents the Sami people in international fora. The Sami Parliaments and the Sami Council have given very general statements on the Sami's rights to adult education, but they have only to a small extent been able to follow this up with concrete initiatives.

The Sami education in the three countries is now partly governed by the Sami Parliaments or institutions which they have appointed. But the obligation to follow common national rules and national curricula, and the fact that the budget is decided by central authorities, make this self-government often more formal than real. The common Sami educational organs have only to a small extent engaged in adult education, and nobody has ever tried to make an overall Sami adult education plan.

There are some Sami schools on each level: primary, secondary and higher. The system of governing them is quite differentiated, and there is often a conflict between Sami institutions and central authorities about who should decide. However, the majority of the Sami pupils and students attend "normal" national institutions, based on the language and culture of the majority society. This refers both to ordinary education and adult education.

In the Sami educational institutions the education should principally be based on Sami language and culture. This is however not always the case, caused by, among other reasons, lack of qualified teachers, lack of schoolbooks in Sami language and that often there are some pupils who do not understand Sami. They are also, especially on secondary level, forced to follow a national curriculum which gives little space for the Sami knowledge within each subject or profession.

The ordinary educational institutions do usually show quite little interest in integrating Sami knowledge and Sami culture in the studies they offer. They may provide courses in Sami language when it is required, but the rest of their courses have seldom any Sami content.

In 1999, quite a lot of adult education courses in Sami language have been arranged at different levels. However, the need is not covered, and the economical conditions are not satisfying. Samis who have lost their language because of the former policy of the governments

still have to take a study loan to learn their own language. This shows that even if the states declare that the policy of Norwegianization, Finnification and Swedification is now abolished, the states have not been willing to pay for the harm which these policies have led to. On 1 January 2000 the Norwegian Prime Minister declared that his government will establish a fund for compensation for the Norwegianization. This is an important signal. But the tasks within adult education for Samis are so great, that the sums about which they have talked so far will only be a very modest start.

7. Literature and Sources

7.1. Printed Literature

The titles are listed here in the language in which we have got them. Most of it is only edited in this language/these languages. Some of the titles in Norwegian might also be available in Sami and some of the titles in Sami may also be edited in Norwegian and Finnish. We have tried to give the title in English where an English version exists. But as the list shows, there is not published much information in English about adult education for Samis.

International

OECD	Recurrent Education: A Strategy for Life-long Learning. Paris. 1973
Council of Europe	Permanent Education. The Basis and Essentials. Strasbourg. 1976
King, Linda (ed)	Reflecting Visions. New Perspectives on Adult Education for Indigenous Peoples. UNESCO - UIE. 1998
UNESCO	Konvensjon mot diskriminering i undervisning. UNESCO. 1981
KUF	Confintea - Rapport fra den norske delegasjonen . http://odin.dep.no/kuf/publ/unesco97
Confintea	Adult Education. The Hamburg Declaration. The agenda for the future. UNESCO. 1997

Norden

Nordisk Ministerråd	Folkbildning och vuxenundervisning i Norden. København. 1997
Nordisk Ministerråd	Livslang læring - fra ide til vikelighed. København. 1997

Nordisk Ministerråd	Guldtavlene i græsset. Livslang læring for alle. København. 1995
NORD	För jobb och framtid på Nordkalotten (presentasjonsbrosjyre for Stiftelsen Utbildning Nordkalotten). Övertorneå. 1998
Sámerái□□i	Sámi oahpahus ja skuvlapolitihkkálaš prográmma. Sámerá¯¯i. 1989
Die□ot	Oahpahusáššiid seminára, Sámi Instituhtta,1977

Norway

Aikio, Aimo	Rávesolbmuid pedagogihkka má□ggakultuvralaš birrasis. Sámi allaskuvla. 1997
Arbeidsmarkeds-etaten i Finnmark	Årsmelding 1998. 1999
Edvardsen m.fl.	Evaluering av Finnmark som egen utdanningsregion. SUFUR. 1996
Finnmark fylkeskommune	Rammeplan for omstillingsarbeidet i Indre. Finnmark 1993-1997. Finnmark fylkeskommune. 1993
Finnmark fylkeskommune	Regionalt utviklingsprogram for Indre Finnmark 1999. Finnmark fylkeskommune. 1999
Haga, Dagny	SUFUR fra år 2000. Finnmarksforskning. 1999
Kallerud, Bitten	Mål for voksenopplæring. Norsk voksenped Inst. 1978
KUF	The Competence Reform in Norway. 1998
NOU	Dokumentasjon av kunnskaper og ferdigheter. KUF. 1985:26
NOU	Livslang læring. KUF. 1986: 23
NOU	Ny kompetanse. KUF. 1997:25
NOU	Vaksenopplæring for alle. KUF. 1972:41
Ot.prp	Om lov om voksenopplæring. KUF. 1975-76:7
Samediggi	Utskrift av møtebok: Sak 19/91 Videregående opplæring for samer. 1991
Sámediggi	Sámedikki mearrádusat skuvla- ja oahpahusáššiin 1989-1995. Sámediggi. 1996
Sámi álbmotallaskuvla	Sámi álbmotallaskuvla - div brosjyrer og presntasjonar
Sámi allaskuvla	Studieplan Halvårsenhet i voksenpedagogikk 10vt.. 1993
SJS	Ressurssenter. Kurs/ og oppdragsvirksomhet ved de samiske videreg[ende skoler i Kárášjohka og Kautokeino. 1997
SJSBS	Rapporta Oanehit gursafálaldat luonddudoallo vuo¯ogursaplánaid vuo\ul. 1995

St.meld	Kompetansereformen. KUF. 1997-98: 42
St.meld	Om lov om voksenopplæring. KUF. 1980-81:72
St.meld	Om voksenopplæring. En del prinsippielle spørsmål og prioriteringer. KUF. 1984-85: 43
St.meld	Utdanning og arbeid. KUF. 1980-81: 45
St.prp	Om voksenopplæring. KUF. 1964-65:92
SU-Finnmark	Virksomhetsplan 1999. SU-Finnmark. 1998
SU-Troms	Voksenopplæringsprosjekt i Nord-Troms "Tre stammers møte i fire kommuner." SU-Troms. 1997
Statistisk sentralbyrå	Aktuell utdanningsstatistikk: Voksenopplæring i Norge. Nøkkeltall 1998
Steinfjell, Mats	Ansvar for voksenopplæring i kommunene Kárášjohka og Kautokeino. 1998
Steinfjell, Mats	Livsveiledning. Personlig utvikling og motivasjon som grunnlag for yrke og skolegang. Prosjektbeskrivelse. 1997
Stortinget	Lov om voksenopplæring. 1976 (1997)
SUFUR	Guovdageainnu-, Kárášjoga ja Deanu suohkana rámmáplánat oahpaheapmái ja oahpahussii 1993-1997. SUFUR. 1994
SUFUR	Årsplan 1994 for utdanning og opplæring i Omstillingsprogrammet for Indre Finnmark. SUFUR. 1993
SUFUR	Årsplan 1995 for utdanning og kompetanseutvikling i Omstillingsprogrammet for Indre Finnmark. SUFUR. 1994
SUFUR	Årsplan 1996 for utdanning og kompetanseutvikling i Omstillingsprogrammet for Indre Finnmark. SUFUR. 1995
SUFUR	Årsplan 1997 for utdanning og kompetanseutvikling i Omstillingsprogrammet for Indre Finnmark. SUFUR. 1996
SUFUR	Årsplan 1998. SUFUR
SUFUR	Årsplan 1998 for utdanning og kompetanseutvikling i Omstillingsprogrammet for Indre Finnmark. SUFUR. 1997
SUFUR	Årsrapport 1994 for utdanning og opplæring i Omstillingsprogrammet for Indre Finnmark. SUFUR. 1995
SUFUR	Årsrapport 1995 for utdanning og kompetanseutvikling i Omstillingsprogrammet for Indre Finnmark. SUFUR. 1996
SUFUR	Årsrapport 1996 for utdanning og kompetanseutvikling i Omstillingsprogrammet for Indre Finnmark. SUFUR. 1997

SUFUR	Årsrapport 1997 for utdanning og kompetanseutvikling i Omstillingsprogrammet for Indre Finnmark. SUFUR. 1998
SUFUR	Årsrapport 1998. SUFUR
SUFUR	Årsrapport 1998 for utdanning og kompetanseutvikling i Omstillingsprogrammet for Indre Finnmark. SUFUR. 1999
UniReg	UniReg Indre Finnmark
UniReg	Universitetenes registreringssentral Kautokeino
Universitetet i Tromsø	Etter- og videreutdanning. (Studiekatalog) UNIKOM, UIT 1999
Voksenopplærings-Årsmelding	1997. 1998 forbundet

Sweden

Johansson, Henning	Samerna och sameundervisningen i Sverige. Umeå universitet 1977
Luleå tekniske universitet	Studiekatalog
Umeå universitet	Studiekatalog

Finland

Opestushallitus	Aikuiskoulutuslinjat / Utbildning för vuxna. 1998

Russia

Kljutcharev,Grigori	Reflecting the Nordic Tradition: Nonformal Adult Learning in Contemporary Russia . 1998
Kljutcharev, Grigori	Nonformal Adult Learning in Russia. 1998

7.2. Internet

International

UNESCO - Institute of Education	www.unesco.org/education/uie
International Council of Adult Education	www.web.net/icae
Confintea - Rapport fra den norske delegasjonen	odin.dep.no/kuf/publ/unesco97
Unesco red book of engangered languages	www.helsinki.fi/~tasalmin/europe_report

Norden / All-Sami

Nordisk Samisk Institutt	www.nsi.no
An introduction to the Sami people	www.itv.se/boreale/samieng
Interreg Åarjel Samien	www.itv.se/boreale/interreg
Saami Web	www.saamiweb.org/saami
Sami Nisson Forum	www.home.2ci/leneant

Norway

Den samiske folkehøgskole	alpha.barentsnett.no/~samifolk
Kyrkje- utdannings- og forskningsdepartementet	odin.dep.no/kuf
Nordisk Samisk Institutt	www.nsi.no
Norske Samers Riksforbund	www.geocities.com/CapitolHill/Lobby/6450
Samisk høgskole	www.samiskhs.no
Samisk språkråd	www.samisk-sr.no
Samisk utdanningsråd	www.sor.no
SUFUR	www.su.fm.no/sufur1s.htm
Universitetet i Tromsø - Senter for samiske studier	www.uit.no/ssweb

Sweden

Skolverket	www.skolverket.se
Sameskolstyrelsen	www.jokkmokk.se/sameskolstyrelsen
Sametinget	www. sametinget.se
Samernas Utbildningscentrum	www.same.net/samernas
Bokenskolan i Jokkmokk: Samiskt spesialutformat program	www.bokenskolan.jokkmokk.se/samiskt
Umeå universitet - Samiska institutionen	www.umu.se/samiska
SameNet	www.same.net

Finland

The regular education system of Finland	www.minedu.fi/minedu/ education /administration
Det öppna universitetet presenterer sig	www.avoinyliopisto.fi
University of Oulu - Departement of Finnish, Saami ..	www.oulu.fi/suosalo
KTOL - MAIF Medborgar och arbetarinstitutens förb.	www.ktol.fi
Suomen kansan-opistoyhdistys(Folkhøgskolor i FInland)	www.opo.net
Sámediggi skuvlen ja oahppomateriáladoaimmahat	www.netti.fi/samedigg/oamatda
Suohpan - Sami Students Association	www.student.oulu.fi/~suohpan

ANNEXES

Adresses of institutions - Adult education for Sami people

NORWAY								
Name in Sami and/or Norwegian	**Name or explanation in English**	**Adress**	**Post no**	**Town/place**	**Telephone**	**Fax**	**E-mail**	**Contact person**
Aja sámi gurvváđas	Language centre		9074	Samuelsberg	77716200		lene.antonsen@c2i.net	Lene Antonsen
Arbeidsdirektoratet	Directorate of Labour	Pb. 8127, Dep	0032	Oslo	22942400	22942750	aetat@link.no	
Arbeidskontoret - Guovdageaidnu	Employment Office	Alttaluvdda 8	9520	Guovdageaidnu	78486293	78486710		
Arran	Lule Sami cultural centre	Pb. 14	8271	Drag	75775100	75775101		Filip Mikkelsen
Boazodoallohuldduhus / Reindriftsforvaltninga	Reindeer husbandry administration		9510	Alta	78439944	78437069		
Deatnu gielda - Tana kommune	Deatnu municipality	Rådhuss. 3	9845	Deatnu	78925300	78925309		Erna Fjellduhl
Folkets brevskole	Peoples letter school	Pb. 343	0101	Oslo	22338200	22338201	info@fb.no	
Fylkesarbeidskontoret - Finnmark	County Employment office	Damss. 1	9800	Vadsø	78952071	78952523		Alvhild Samuelsen
Fylkeskommunen- Finnmark	County Administration	Henry Karlsensgt.1	9800	Vadsø	78962000	78962372	helge.ovanger@ finnmark-f.kommune.no	Helge Ovanger
Fylkeskommunen- Nordland	County Administration	Prinsensgt. 100	8002	Bodø	75531000	75526306	marit.madsen@ nordland-f.kommune.no	Marit Madsen
Fylkeskommunen- Troms	County Administration	Strandv. 13	9005	Tromsø	77623000	77623037	troms@troms-f.kommune.no	Rasmo Valle
Gárvvuotna suohkan / Kåfjord kommune	Gárvvuotna municipality	Overv. 2	9070	Olderdalen	77718300	77718453		Klemet Anders Sara
Guovdageaidnu suohkan	Guovdageaidnu municipality	Pb. 68	9520	Guovdageaidnu	78485800	78485890		Dagny Sofie Aunc
Hamarøy videregående skole, avd. Drag	Hamarøy Upper secondary school	Arran, Pb. 14	8271	Drag	75773680			Anders Nystø
Høgskolen i Bodø	Bodø College	Mørkvedtrækket 30	8002	Bodø	75517200	75517457		Elisabeth Nilsen
Høgskolen i Bodø, samisk seksjon	Bodø College, sami dept.		8270	Drag	75773790	75775101		Anders Kintel
Høgskolen i Finnmark	Finnmark College	Follumsv. 31	9500	Alta	78450500	78450501		
Høgskolen i Tromsø	Tromsø College	Mellomv. 110	9005	Tromsø	77660300	77689956	kunst@hitos.no	Olav Kjørk
Kárášjoga gielda - Karasjok kommune	Karasjok municipality		9730	Kárášjohka	78468000	78466212		Hjørdis Lisbugen Rasmus
Kyrkje- utdannings- og forskningsdepartementet (KUF) Vaksenopplæringsavdelinga	Ministry of Education - Department of adult education	Pb. 8119, Dep	0032	Oslo	22247601	22247596		Lars P. Brynhildsrud

NSR - Noragga sámiid riikkasearvi Norske samers riksforbund	Norwegian Sami Association		9520	Guovdageaidnu	78486955	78486988	nsr@nsr.no	Janos Trosten
Nuppástuhttinprográmma / Omstillingsprogrammet for Indre Finnmark	Readjustment program	Boaronjarga 19	9520	Guovdageaidnu	78487450	78487459		Anne Grete Dahl Johansen
Oppláringskontoret for duodji	Education office for Sami handicraft	Boaronjarga 1	9520	Guovdageaidnu	78486273			
Porsánggu gielda / Porsanger kommune	Porsanger municipality		9700	Lakselv	78460000	78460001	samisk.spraaksenter@c2i.net	Magga Porsanger
Sámediggi	Sami Parliament		9730	Kárášjohka	78467100	78466155	adm@samediggi.no	Heidi Salmi
Sámi álbmotallaskuvla / Den samiske folkehøgskole	Sami folk high school		9730	Kárášjohka	78467244	78467244	samifolk@barentsnett.no	Lars Johnsen
Sámi allaskuvla / Samisk høgskole	Sami College		9520	Guovdageaidnu	78487700	78487702	asta.balto@samiskhs.no	Asta Balto
Sámi joatkkaskuvla / Samisk videregående skole	Sami secondary school		9730	Kárášjohka	78469600	78469615		Kjell Østmo
Sámi joatkkaskuvla ja boazodoalloskuvla / Samisk videregående skole og reindriftskole	Sami secondary school and reindeer husbandry school	Pb. 83	9520	Guovdageaidnu	78484500	78484510	matss@online.no	Mats Steinfjell
Sámi oahpahusráddi	Sami Education Council		9520	Guovdageaidnu	78484200	78484242	sor@sor.no	Ellen Inga O. Hætta
Sámi oahppolávdegoddi	Sámi study committee	Pb. 266	9520	Guovdageaidnu	78486222	78486988		Henrik P. Hætta
Samisk utdanningsråd - sørsamisk konsulent	Sami education councel - South Sami consultant	Klæbuv. 196	7037	Trondheim	73964066	73964822		
Sujti Jarnge	South Sami cultural centre		8690	Hattfjelldal	75184970			Harald Balto
SLF - Samenes landsforbund	Sami Country Association		9845	Deatnu	78928450	78928065		Hans Eriksen
Statens utdanningskontor Finnmark	State education office - Finnmark county	Damsv. 1	9800	Vadsø	78950555	78954201	postmottak@su-fi.stat.no	Elfrid Bosnc
Statens utdanningskontor Nordland	State education office - Nordland county	Pb 1094	8001	Bodø	75500850		postmottak@su-no.stat.no	
Statens utdanningskontor Nord-Trøndelag	State education office - Nord-Trøndelag county	Pb 2534	7701	Steinkjer	74416800	74168369	postmottak@su-nt.stat.no	Karsten Schrooder
Statens utdanningskontor Sør-Trøndelag	State education office - Sør-Trøndelag county	Statens Hus	7005	Trondheim	73949300	73949011	postmottak@su-st.stat.no	
Statens utdanningskontor Troms	State education office - Troms county	Strandv. 13	9005	Tromsø	77642400	77642401	postmottak@su-tr.stat.no	Laila Jernsletten

Name in Sami and/or Norwegian	Name or explanation in English	Address	Post no	Town/place	Telephone	Fax	E-mail	Contact person
SUFUR - Samordningsurvalget for Finnmark utdanningsregion	Finnmark educational region	Damsv. 1	9800	Vadsø	78950300			
UNIKOM - Universitetet i Tromsø	University of Tromsø	Breivika	9037	Tromsø	77644220	77644554		Inger Ann Hansen
UNIREG - Univvversitetenes registreringssentral	Registration central of universities	Boaronjarga 19	9520	Guovdageaidnu	78487460	78487459		Anne Grete Dahl Johansen
Unjárgga gielda / Nesseby kommune	Unjarga municipality		9820	Varangerbotn	78959500	78959590		Ann Jorid Henriksen
Várdobáiki - giellaguovddas	Language centre		8533	Bogen	77083585			Magne Huuva
Voksenopplæringsforbundet	Adult education association	Pb. 560, Sentrum	0105	Oslo	22410000	22334085	vofo@vofo.no	Astrid Thoner
SWEDEN								
Name in Sami and/or Swedish	**Name or explanation in English**	**Adress**	**Post no**	**Town/place**	**Telephone**	**Fax**	**E-mail**	**Contact person**
Folkbildningsrådet	Adult education council	Box 730	10134	Stockholm	8-7878450	8-218826	fbr@folkbildning.se	Signild Håkansson
Lapplands kommunalförbund	Lappland municipal association			Jokkmokk	971-17373			Barbro Högbom
Luleå tekniska universitet	Technical university of Luleå		97187	Luleå	920-72100		allm.studievagledn@adm.luth.se	
Nord, Stiftelsen Utbildning Nordkalotten	Nordic Education Centre	Box 42	95721	Övertorneå	927-75100	927-75120		
Nordens folkliga akademi	Nordic Popular Academy	Box 12024	40241	Göteborg		31-690950	norden@nfa.se	
Same Eatnam	Sami organisation	Box 4	93321	Arvidsjaur	960-21500	960-10150		
Sámediggi / Sametinget	Sami parliament	Bergmestargatan 6	98133	Giron/Kiruna	980-78030	980-78031	information@sametinget.se	Elle Sivi N. Utsi
Sameskuvlastivra / Sameskolstyrelsen	Board of Sami schools	Porjusv. 4	96040	Jokkmokk	971-44200	971-12881		
Sámiid oahpahusguovddáš / Samernas utbildningscentrum	Sami Education Centre	Borgargt. 2	96231	Jokkmokk	971-10215	971-10140	samernas.fhs@same.net	Per Stefan Labba
Umeå universitet	University of Umeå		90187	Umeå	90-7865000		studinfo@adm.umu.se	
Utbildningsdepartementet	Ministry of Education		10333	Stockholm	8-7631000	8-7231192	henric.bruckmann@education.ministry.se	Henric Brückmann

FINLAND								
Name in Sami and/or Finnish	**Name or explanation in English**	**Adress**	**Post no**	**Town/place**	**Telephone**	**Fax**	**E-mail**	**Contact preson**
Opetusministeriö	Ministry of Education	PL 293	00171	Helsinki				
Sámedikki skuvlen- ja oahppamat doaimmahat	Educational department of Sami Parliament	Pb. 39	99371	Anár				
Sámerá¨ši	Sami Council		99980	Ohcejohka	16-677351	16-677353	kati.eriksen@same.net	
Sámiid oahpahusguovddáš	Sami education centre		99371	Anár	16-671209	16-671426	lasse.valkeapaa@sogsakk.fi	Lasse Valkeapää

FINLAND					
Lapin yliopisto	PL 122	96101	Rovaniemi		B
Rovaniemen ammattikorkeakoulu	Jokiväylä 11	96300	Rovaniemi		
Kansalaisopisto - Ohcejohka		99980	Ohcejohka		B
Kansalaisopisto - Anár		99800	Ivalo		
Kansalaisopisto - Enodat		99400	Enontekiö		
Kansalaisopisto - So'egilli		99600	Sodankylä		
Lapin läänin työvoimapiirin toimisto	Ruokasenkatu 2	96100	Rovaniemi		
					B
					B
RUSSIA					
Nadezda Miljutina, Profesionalno-Tekniskaje U„iliše 26 (31636, 31138)	Ulica Vokueva 22	184290	Lovozero		B
Larisa Avdejeva, Nacionalny Kultuvrny Centr tel / faks 30363	Ulica Sovietskaja 27	184290	Lovozero		B
Russian Independent Institute for social ... and nationalities	PB. 19	119285	Moskva	S	B